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ABSTRACT

The four issues of "Trustee Quarterly" combined here focus on topics of current concern to community college trustees. The winter 1994 issues offers these feature articles: "Honoring Retiring Presidents," by Terry O'Banion; "Trustees as Reluctant Leaders: The Board/CEO Relationship," Norma Jean Germond, John Keyser, and Vaughn A. Sherman; and "Trustee Heroines and Heroes," by Edward M. Sweitzer. The spring 1994 issue presents "Accreditation Agencies and the Federal Government: Can they Work Together?" by Sally Hutchins; "British Educational Reforms: Quality, Accountability, Expansion, and Efficiency," by John Graystone; and "Community Colleges: Critical Partners in National and Community Service," by Goodwin Liu. The summer 1994 issue includes "Achieving Faculty and Staff Diversity: Dallas Finds Multilevel Approach Key to Success," by Norma Kent; "Minority Affairs Committee Sets Goal of Better Communications," by the Association of Community College Trustees; and "A Local Community Emphasis for Study Abroad Programs," by Richard Fonte. Finally, the fall 1994 issues provides the following features: "Survival Skills and the Trustee Orientation," by Richard Anderson and Daniel J. LaVista; "Fundraising from the Private Sector: Trustee Perceptions," by Arthur R. Southerland and Mary Spring Graham; and "The Community College Board and the Foundation Board: The Role Relationship in the Context of 'Policy Governance'," by Ray Taylor. (KP)

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Association of Community College Trustees, Annandale, Virginia

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WINTER 1991

TRUSTEE QUARTERLY

Honoring Retiring Presidents

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WINTER 1994

TRUSTEE QUARTERLY

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Honoring Retiring Presidents

It is most fitting that community college presidents be recognized at retirement for the special contributions they have made to the community college movement and the development of the communities the colleges serve.

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Trustees as Reluctant Leaders: The Board/CEO Relationship

Many trustees are reluctant to assume an appropriate leadership role, believing that they are inadequately prepared or might step on the toes of their presidents, which demonstrates a lack of understanding of the role of the board, the role of the CEO, or the difference between the two.

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Trustee Heroines and Heroes

In a series of confrontations with local elected officials, the members of a community college board conducted themselves with dignity, integrity, and honor, attributes which are in the finest tradition of citizen boards, and which made them heroines and heroes in the eyes of their president.

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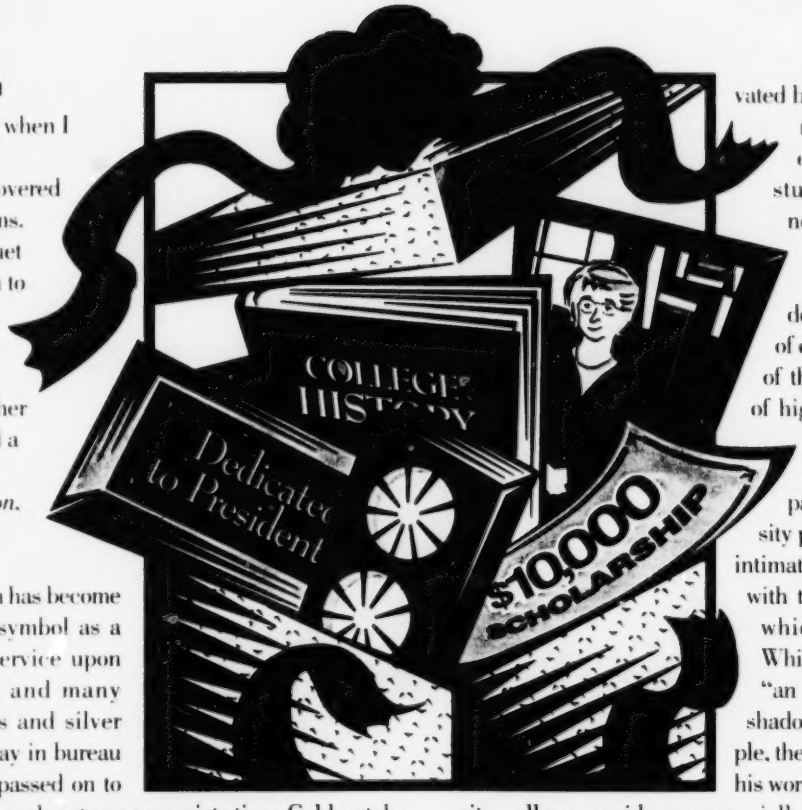
Honoring Retiring Presidents

by Terry O'Banion

Give Me No Gold Watch

Give me no gold watch when I
retire from life,
Nor good, grey coffin covered
with chrysanthemums,
Give me no final banquet
nor mourner's hymn to
celebrate my going,
Instead, let the one or
two who knew me
well say to one another
"He was my friend and a
gods plenty."

— Terry O'Banion, 1975



The gold watch has become a universal symbol as a reward for service upon retirement, and many gold watches and silver platters are stashed away in bureau drawers waiting to be passed on to heirs or placed in garage sales at an appropriate time. Gold watches and silver platters are safe recognition symbols for retiring individuals, but they are not substantive symbols for individuals motivated by service in the helping professions such as education. Professionals in education are often altruistic in their values, motivated by service to others, and committed to improving the general welfare, especially for students. Retirement awards need to reflect these values and commitments.

Community college presidents represent a special breed of educators. As leaders of some of the most complex institutions of higher education, they play a very important role in the life of the institution, more a part of that life than are university presidents, and they are often intimately connected and involved with the life of the community in which the college is located. While Emerson's observation that "an institution is the lengthened shadow of one man," is overly simple, there is some measure of truth in his words that applies to the community college presidency, especially when "or woman" updates Emerson.

Retirement of a president of a community college is a special event in the life of the college, especially if the president has provided leadership for 10 years or more, as is often the case. Community college presidents work closely with faculty, staff, and trustees on a daily basis and are deeply involved in the affairs of the community. Some are the founding presidents of their institutions

Terry O'Banion is executive director of the League for Innovation in the Community College.

and know every faculty and staff member on a first-name basis.

Unfortunately, the various constituencies in an institution do not always give appropriate attention to the rituals and symbols involved in honoring retiring presidents. As Clark Kerr observed in *Presidents Make a Difference*, "exits are almost as important as entrances but, while the latter are sometimes well staged, the former are usually improvised. Too often the leaving is rushed and involves more passion than considered thought" (AGB, Washington, DC: 1984, p. 63).

It is most fitting that community college presidents be recognized at retirement for the special contributions they have made to the community college movement and the development of the communities the colleges serve. This study was undertaken to encourage "considered thought" on the part of the community college faculty, staff, and trustees when their presidents retire and to offer some information to assist in making the event an enjoyable and significant one for all involved.

Procedures of the Study

In the summer of 1991, a survey regarding recognition activities for retiring community college presidents that had been field-tested on ten community college presidents was sent to two national groups. The first group consisted of 156 current presidents and chancellors holding membership in the Community College Leadership Institute, a national organization coordinated by the League for Innovation in the Community College. The purpose of the institute is to make leadership a continuing priority on the agenda of community colleges, and member colleges are representative of the diversity of community colleges across the nation. Ninety-four of the 156 presidents surveyed responded for a return rate of 60 percent.

The second group included the 23 presidents who were recognized upon their retirement at the 1991 AACJC convention in Kansas City. Sixteen of the 23 retiring presidents surveyed responded for a return rate of 70 percent.

The survey was designed to collect responses in four key areas related to activities for retiring community college CEOs. Respondents were asked to indicate the value they placed on recognition activities and archival material, the extent of involvement preferred from various constituencies, and the ideal official college ceremony planned in honor of their retirement.

Results of the Study

Recognition Activities

Both current presidents and retiring presidents agreed on the most important recognition activity for community college CEOs (see Tables 1 and 2). "Establishing student scholarships in my name" was the clear choice as a way of being recognized. Eighty-four percent of the current presidents and 92 percent of the retir-

Table 1. Retirement Recognition Activities Preferred by Current Presidents (N=94)

Rank[1]	Recognition Activity	Mean Score (1.0–5.0)	Percent of Respondents Ranking Activity "4" or "5"
1	Student scholarships in my name	4.38	84
2	Endowed chair in my name	3.74	67
3	Status as *president emeritus*	3.69	63
4	Building named after me	3.02	40
5	Travel support to meetings	2.85	35
6	Commissioned portrait displayed at the college	2.67	32
7	Commemorative plaque displayed at the college	2.38	26
8	Office support/clerical support	2.30	26
9	A gift of the college car	2.02	17
10	Annual faculty convocation in my honor	1.76	7

Table 2. Retirement Recognition Activities Preferred by Retiring Presidents (N=16)

Rank[1]	Recognition Activity	Mean Score (1.0–5.0)	Percent of Respondents Ranking Activity "4" or "5"
1	Student scholarships in my name	4.44	82
2	Status as *president emeritus*	3.63	57
3	Building named after me	3.19	44
4	Travel support to meetings	3.13	56
5	Endowed chair in my name	2.88	32
6	A gift of the college car	2.63	38
7	Office support/clerical support	2.44	44
8	Commissioned portrait displayed at the college	2.25	19
9	Commemorative plaque displayed at the college	2.13	13
10	Annual faculty convocation in my honor	1.38	0

[1]Rank determined by mean response of all respondents on a scale of 1.0 to 5.0

ing presidents rated student scholarships in their name as four or five on a five-point scale. All percentages reported in this article reflect combined ratings of four and five on a five-point scale. Values placed on recognition activities and archival material ranged from 1 (low value) to 5 (high value) and on involvement of constituencies from 1 (low involvement) to 5 (high involvement).

This response is not surprising, given the value and commitment of community college leaders to education in general and to students in particular. One current president summarized what many of the respondents probably felt: "Providing educational opportunity for deserving students is a fitting tribute to an educational leader."

"Providing educational opportunity for deserving students is a fitting tribute to an educational leader."

On his retirement in 1988 from the Dallas County Community College District, R. Jan LeCroy was most pleased when a member of his foundation board established a student scholarship in his name with a donation of $100,000. The LeCroy scholars are selected and honored annually and participate in a mentoring relationship with LeCroy that involves seminars hosted in his home. In this way, LeCroy remains actively involved in his commitment to students and maintains a tie to the Dallas County Community College District, which he served in various key leadership roles for 18 years.

In addition to student scholarships, both groups of presidents agreed on three other items as the most important recognition activities: "status as president emeritus," "building named for me," and "travel support to meetings."

An "endowed chair in my name," however, was rated more than twice as high (67 percent) by current presidents than by retiring presidents (32 percent). The concept of the endowed teaching chair is relatively new in the community college, and as it gains acceptance, current presidents may feel more comfortable than retiring presidents in appropriating the concept as a form of personal recognition.

"A gift of the college car," ranked next to the bottom by current presidents, was ranked sixth and rated more than twice as important by retiring presidents. Retiring presidents also rated "office space/clerical support" higher than current presidents, 44 percent and 26 percent respectively. Some of the personal benefits of office apparently become more valuable the closer one gets to retirement.

Both groups were also in agreement regarding their lowest value for the ten items on the survey, "an annual faculty convocation in my honor." This item was included because it is sometimes used in university communities to recognize former leaders, but it was thoroughly rejected as a form of recognition by respondents in this survey. Only two respondents suggested variations on the faculty convocation. One recommended a one-time convocation on major issues facing the college at the time of her retirement with addresses by the faculty, staff, foundation board, and trustees. A second respondent favored a two- or three-day conference with scholarly papers prepared by the faculty and external consultants.

Table 3. Value Placed on Presidential Archives by Current and Retiring Presidents

		Retiring Presidents (N=16)		Current Presidents (N=94)	
Rank	Archival Material	Mean Score (1.0–5.0)	Percent of Respondents Rating "4" or "5"	Mean Score (1.0–5.0)	Percent of Respondents Rating "4" or "5"
1	Written or video history by constitutents regarding my contributions to the college	3.56	50	3.47	53
2	Interview or report from me on video regarding my tenure as president	3.06	38	3.22	47
3	Collection of college materials (catalogs, annual and accreditation reports, special documents) developed during my tenure and recognized as such in the library	3.00	31	2.97	36
4	Collection of my personal and professional papers in the library	2.06	6	2.60	25

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This respondent added, "At some time during this conference, I would like a burger/hotdog cookout with plenty of wine and beer." As will be seen in a later section, community college leaders place considerable importance on informal recognition activities as part of the retirement event.

Archives on the President

In addition to recognition activities that would highlight the retirement event itself, respondents were also asked to indicate the value they placed on archival material organized to recognize their legacy. The responses of both retiring presidents and current presidents ranked the four items the same (see Table 3).

Fifty percent of both groups rated "written or video history by constituents regarding my contributions to the college" as a 4 or 5. "Interview or report from me on video regarding my tenure as president" received the second highest rating and was rated 4 or 5 by 38 percent of the retiring presidents and 47 percent of the current presidents.

"A collection of my personal and professional papers in the library," a common practice among university presidents, received the lowest rating from both groups. Their response may be a reflection of the observation that relatively few community college presidents have written substantial pieces for publication. They tend to be practical doers rather than critical analysts who share their ideas in written form.

Constituencies Involved

Community college CEOs are highly inclusive when considering the various constituent groups to be involved in their retirement recognition activities. All seven constituent groups suggested by the survey were rated highly by current presidents, and the same high ratings hold true for the retired presidents. Approximately 70 percent of both groups rated all constituencies at a 4 or 5 in terms of wanting them to be involved in their retirement activities. The results of ratings by current presidents are detailed in Table 4.

Table 4. Constituent Groups Current Presidents Prefer to Involve in Retirement Activities (N=94)

Rank	Constituent Groups	Mean Score (1.0–5.0)	Percent of Respondents Ranking Activity "4" or "5"
1	Administrative staff	4.50	89
2	Faculty	4.37	88
3	Trustees	4.36	83
4	Classified staff	4.26	82
5	Family members	4.20	76
6	Community representatives	4.06	75
7	Foundation board	3.99	71

Both groups of presidents also ranked the constituent groups the same. Administrative staff were rated the highest; faculty and trustees received the next highest ratings, followed by classified staff and family members. Community representatives were rated sixth by both groups of presidents, and foundation board members last by both groups.

Except for family, these ratings probably reflect the time spent by presidents with the constituent groups. In the workplace, members of the "community college family," made up of administrators, faculty, trustees, and classified staff, are viewed as those most important to involve in retirement recognition activities. Spouses and children have only a slight edge over community representatives and the foundation board in the extent to which the presidents would like their involvement. Perhaps presidents are "married to their jobs," considering the importance of retirement, and its related recognition rituals, to the retiring president's family.

Ideal Official College Ceremony

Respondents were asked to describe the ideal official college ceremony they would like to have planned in honor of their retirement, and this section of the survey yielded some rich, anecdotal information. The suggestions from current presidents and retiring presidents were very similar.

The great majority of presidents do expect some form of recognition on their retirement. *The preferred ceremony is a formal dinner or reception attended by representatives of most constituencies in which the retiring president is recognized for his or her accomplishments and has a chance to respond.* This ceremony was described in various ways by respondents:

> A dinner to which all staff and board are invited. Opportunities for person-to-person interaction after the dinner. Program would have some person say something on behalf of the college and give me an opportunity to address the audience.

> A reception at which all college constituencies would be present with time for a representative from each to make an informal, probably humorous, statement. A dinner with trustees and administration and whatever family members could attend.

> A retirement dinner with family and professional colleagues would be sufficient.

There were variations on the form of recognition dinners in which some presidents want opportunities to celebrate with separate groups.

> Recognition dinner with trustees, community representatives, foundation board, and family members. Reception on campus with faculty, classified staff, and administrative staff.

> I would like a board commendation in the form of a resolution, an in-house college luncheon for faculty and staff, and a more formal community dinner.

In a number of cases, the president wanted the ceremony to be a part of the commencement nearest the time of retirement. Several wanted to make remarks at the commencement; others wanted to be recognized at the commencement with *president emeritus* status or student scholarships established in their name.

I prefer a retirement dinner in the form of a roast or something similar. I have roasted many people and colleagues over the years, and it is only fitting that I get mine. I also hope that they say something nice.

It appears quite clear that most presidents want and expect some kind of recognition when they retire. There may also be an expectation of something tangible which can serve as a reminder of this important event in a person's life. One respondent remarked with some obvious bitterness that after leaving a very successful presidency, "The only collective gift was a pair of cuff links from the trustees!"

The second kind of retirement ceremony most preferred by presidents includes public receptions and dinners that would be decidedly informal; occasions that are fun. A number of presidents wish to be "roasted" and want the event kept "light and meaningful."

> I hope that they will plan a roast in which every group will have the opportunity to select one member who will roast the president as part of the overall ceremonies. This was done at the retirement of the former president and has remained one of the most enjoyable retirement parties that I have ever attended. Although the roasting was all done in good taste, there were many laughs as well as some sensitive remarks. We all had a great time, and the former president was extremely pleased.

> I would prefer a roast to a testimonial with me getting the last word! I want to go out with a laugh and a musical bang. No tears—no regrets!

> I prefer a retirement dinner in the form of a roast or something similar. I have roasted many people and colleagues over the years, and it is only fitting that I get mine. I also hope that they say something *nice*.

A third group of presidents preferred either no recognition ceremony or something very modest and low-key.

> I would prefer that no formal/official ceremony be planned.

> I prefer "to go quietly."

> Personally, I would just as soon leave at the end of a regular work day without any recognition.

> Simple and informal, refreshments with a chance to say good-bye.

> Low-key, informal, modest in scope.

> A small reception or tea where people could come and go would be fine with me. I personally don't believe in large ceremonies in honor of the retirement.

Some of the presidents just wanted to get out of the way. One president/poet wrote:

> Cement in the path I strode.
> Stuff the fine white horse I rode.
> Put aside all thoughts of me.
> The new guy needs to start off free.

A smaller number of respondents wanted to use the occasion of retirement to honor the college. At one retirement dinner, $15,000 was raised for student scholarships; at another the retirement ceremony became an opportunity to share information and improve the image of the college with community members. As one president said, "Colleges continually need to find reasons to celebrate the future. The retiring president should use the opportunity to set the stage for a new beginning and try to focus the event on the institution as opposed to the individual—sort of a pre-inaugural!" A few presidents felt that the retirement ceremony should enhance

or be sufficiently low-key so as not to take away from the arrival of the new president. One respondent suggested a ceremony in which the retiring and new presidents would play a role in highlighting the continuity of the college and the challenges it faces in the future.

Presidents who have been at an institution for a long period of time and who feel deep attachments to the college often want to use the retirement to rekindle the college's vision and to urge a continuity of commitment and purpose. This is an important perspective to consider as a large group of community college presidents who provided leadership beginning in the late 1960s are now retiring. The community college is undergoing a major period of transition at this time, replacing half its founding faculty, administrators, and presidents. A sense of history and continuity will be lost if constituencies do not take advantage of the retirement event to renew visions and values and if the retiring president does not seize the opportunity to participate fully in these important symbolic ceremonies.

There are many issues and opportunities that need careful review when a president, the symbolic key leader of a college, retires.

Planning for the Retirement Event

Retiring community college presidents, as this study reveals, want to be recognized at their retirement and should be recognized. If the retirement event is given careful consideration, great value can accrue to the college and to the president. The nature of the retirement event will depend, of course, on the climate of the college and the circumstances of the retirement. If the faculty are sad about the retirement of the president because of his or her exemplary leadership, the retirement event will take on an entirely different and more positive tone. In either situation, the following minimum guidelines should be reviewed to assist staff in planning for the retirement of a president.

1. The chair of the board of trustees, in consultation with key administrative and faculty leaders, should appoint a retirement planning committee as soon as the retirement is known.
2. The retirement planning committee should include representatives from the trustees, the administration, the faculty, the classified staff, students, and possibly the community—perhaps a community leader who is on the foundation board of the college.
3. The committee should meet as soon as possible to determine the purpose and scope of the retirement event. If the event is to be modest and aimed primarily at recognizing the retiring president, less time is needed for planning. If the event is planned as a major and even community opportunity to make an elegant transition from one era of the college to another—possibly including studies of the past and forecasts of the future—a great deal of time will be needed to plan properly for the occasion.
4. An appropriate budget and sources of funding, reflecting the purpose and scope of the event, must be allocated in early phases of the planning.
5. At an appropriate time in the planning process, the president must be consulted regarding his or her wishes. This is a delicate consultation, and the retirement planning committee should come prepared to expect some modesty on the part of the president if the event is to be major and perhaps some lack of enthusiasm if the plans do not meet the president's expectation.
6. The nature of a gift or specific honor could be formed by information in this article. It might be appropriate to provide some options from which the president can choose or to seek the advice of family members or the president's closest friends in the college.

There are many issues and opportunities that need careful review when a president, the symbolic key leader of a college, retires. Every situation will be idiosyncratic to the nature and climate of the college and to the personality of the president. In any case, the retirement event should not be a perfunctory act in which the president is given only a gold watch. Retirement of a key leader is an opportunity for good friends to honor a good friend for the years they have shared together in doing the good work of education. ■

FEATURE

Trustees as Reluctant Leaders: The Board/CEO Relationship

by Norma Jean Germond, John Keyser, and Vaughn A. Sherman

Most trustees are reluctant to assume an appropriate leadership role. When asked about this, they tell us they are inadequately prepared, or believe that in doing so they would step on the toes of their presidents. This seems a clear demonstration of the fact that most trustees do not understand the role of the board or the role of the CEO, or the difference between the two.

Why should this be? Most trustees have been through sessions on board/CEO relations. AACC, ACCT, and state associations include the topic in nearly all of their educational offerings, and a bibliography on the subject would be huge. Are trustees slow learners?

We believe that trustees are every bit as capable as presidents in the learning category. The problem for most trustees and CEOs is that they function in institutional cultures that possess unnecessary barriers to trustee and CEO effectiveness.

Carver proposes an "ends-oriented" governance, in which a board places its major focus on the outside world and how its college affects that world.

We are now in the middle of the second generation of the great community college movement, and the cultures of most of our community colleges were established long ago. Trustees have come and gone and different presidents have served those boards, but few fundamental changes in the board/CEO relationships that have characterized these institutions have occurred. Despite occasional conflicts, despite rises and falls in the effectiveness of the institutions, despite individual presidents and trustees who have tried to effect change, there seems to be a cultural inertia that keeps the board/CEO relationship at each institution the same through time.

One can easily imagine the briefing of a new trustee, when the other board members and CEO assure this person that "this is the way we've always done it here." The time has come to reevaluate "how we do it here;" to look first at the separate roles of the CEO and trustees, and then decide how best at each institution to fashion a relationship between president and board that will enhance the institution's effectiveness for the good of the community and the students served.

Looking at those different roles for the president and board, it's clear that many—perhaps most—boards have not consciously defined those roles. It is not enough to fall back on the old sayings that boards handle policy and presidents take care of administration, or that boards hire and fire presidents. We need to be much

Norma Jean Germond is a trustee of Portland Community College, Oregon; John Keyser is president of Clackamas Community College, Oregon; and Vaughn A. Sherman is a trustee of Edmonds Community College, Washington. The basis for this article was a presentation by the authors at the annual convention of the American Association of Community Colleges (AACC) in Portland, Oregon, April 1993.

more specific; and the specificity comes from a true understanding of each role.

John Carver, the author of *Boards That Make a Difference*, has worked for years with a host of non-profit boards and their executive officers. In that book he proposes a model of governance that helps greatly in defining the roles.

John Carver believes that boards of trustees need to focus on results, constantly clarifying and sustaining their colleges' missions. In doing so, trustees move away from over-involvement in administration and toward responsibly representing both the community and the college.

Each board must make its own policy decisions based on the unique characteristics of its college and community. There are several models of good governance available. A board will find the right model for its college when trustees have a commitment to defining their role and establishing a board process that best fits their college.

Carver proposes an "ends-oriented" governance, in which a board places its major focus on the outside world and how its college affects that world. The administrative side of the college is tampered with as little as possible, so that the board can spend its time on creative, visionary activities.

Using this concept, all policies of the board fall into the following groups:

1. *Ends.* The organizational "swap with the world." What human needs are to be met, for whom, and at what cost?
2. *Executive Limitations.* Those principles of prudence and ethics that limit the choice of means (practices, activities, circumstances, methods, etc.)
3. *Board-Executive Relationship.* The manner in which power is passed to the executive machinery and the assessment of the use of that power.
4. *Board Process.* The manner in which the board represents the community and provides strategic leadership to the organization.

To create cultures that enable and empower high performance throughout an organization. CEOs must become better teachers of their trustees.

Until the board has defined itself through these policies, it is not possible to define the role of the president. Quoting Carver: "The effective board relationship with an executive is one that recognizes that job products of board and executive are truly separate. Effectiveness calls for two strong, totally different responsibilities... It is not the board's task to save the Chief Executive from the responsibilities of that job, nor is it the Chief Executive's task to save the board from the responsibilities of governing... The board can respect, even revere, the Chief Executive's skills, commitment and leadership, yet never slip subtly into acting as if the board works for him or her."

Boards of trustees bear the ultimate responsibility for good relations with their CEOs. As community representatives who usually carry statutory responsibilities for their institutions, they cannot be reluctant leaders and still govern effectively. Boards need to make time for themselves to look at their responsibilities, to define their roles in light of their unique communities and institutions. Only when they know who and what they are in that governance equation can they effectively give their president a "job description" guiding that CEO in his or her responsibilities. Only then can a board/CEO relationship be based on mutual understanding and respect for the job each does.

Doing so frees presidents and trustees to care about each other. Caring about each other is a crucial part of that governance equation, and it's a mark of every great board. When trustees and CEOs are free of confusion and worries about who's supposed to do what, they have time to support each other in their separate roles, and that rebounds to the advantage of the community, the institution, and that person we often overlook in these discussions, the student.

To create cultures that enable and empower high performance throughout an organization, CEOs must become better teachers of their trustees. They need to encourage trustees in all activities that increase their knowledge, from facilitated board retreats, to state association meetings, to national meetings sponsored by ACCT and AACC. They need to recommend budgets that reasonably provide these opportunities for trustees.

How can CEOs become better teachers? Recent class visitations by one of the authors points to the extremes on the continuum of teaching style. One teacher challenged her students to focus on complex problems which couldn't be answered from one disciplinary framework. She challenged them to brainstorm solutions in small groups or team settings and then to get specific about steps of implementation. Each group was asked to report on its action plans and, at that point, the teacher assumed the role of learner, reflecting on similarities, commonalities, and opportunities. This teacher made no narrow

assumptions about single "right" answers.

A different teacher lectured his students, who were kept so busy taking notes that they had very little motivation to ask questions. Their own involvement and creativity was stifled by the dominance of a powerful speaker and a superior thinker. They were in preparation for a multiple choice test which had clearly defined right and wrong answers.

Teaching and learning are very much a part of the trustee CEO relationship. Although the lecture approach is stimulating to some, if it is a major characteristic of the CEO, the effectiveness of both CEO and trustee will be hampered. And the limitations on becoming a learning organization will be significant. Trustee and CEO interaction should model excellent teaching and learning as strategic issues and organizational problems are addressed. Doing otherwise ignores the complexity of the strategic questions which challenge today's community colleges.

Creating a dynamic teaching/learning environment will involve community, all staff constituencies, and students in continuous improvement, adapting the organization to our rapidly changing environments and shaping our own best futures to the benefit of our students. CEOs can be more effective as teachers, learners, and leaders by maintaining focus on:

1. Leading the process to develop consensus on organizational purpose, mission, and values. Healthy organizations are value-driven, and if they are not defined in words and used as a standard for improvement, an organization will not have a vision that is widely shared and passionately pursued.
2. Leading a process that will involve all internal constituent groups to develop and apply a clearly defined decision-making process which assumes that every employee is a problem-solver. This implies that there will be an active staff development process which will give employees skills to become solution finders within a team context. It also requires that there is a strategic planning process.
3. Insisting upon a multi-faceted evaluation process to determine if goals are being met and outcomes achieved. Evaluation should include board self-evaluation and board evaluation of the president. Consideration should be given to using upward evaluation techniques which would give the board information on internal effectiveness. Such a technique is employed at Clackamas Community College in Oregon.
4. Establishing an organizational context which welcomes and encourages diversity and differences of opinion, and doing this in such a way that builds mutual respect, understanding, and trust. Neither the board nor CEO benefits from rubber-stamp approvals. All constituencies should be welcomed and encouraged to voice their opinions. And this should be seen as important to the decision-making process.
5. Developing a plan that will help make trustees visible as community leaders, accessible to the people they represent, and available for exchanges with other community leaders. Such efforts will link the board with other groups and organizations to collectively achieve the common good for the community.

Creating a dynamic teaching/learning environment will involve community, all staff constituencies, and students in continuous improvement, adapting the organization to our rapidly changing environments and shaping our own best futures to the benefit of our students.

Although we temper our recommendations with Warren Bennis' caveat, "Any text without context is pretext," the fundamentals of broad-based involvement cannot be ignored. The "quality movement" is based on organizations of all kinds becoming actively self-assessing, involving all constituencies and departments in efforts to become more efficient and effective, and developing outcomes measurements as baselines to determine if, indeed, we are becoming better.

The effective CEO will facilitate the development of such a process that will lead to the growth and development of the CEO/board relationship, one characterized by mutual respect and understanding.

Clear role definition, necessarily an evolutionary, teaching/learning enterprise, will yield trustees who are more proactive leaders. The result will be a stronger governance system and a stronger community college, better positioned to serve students. ■

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FEATURE

Trustee Heroines and Heroes

by Edward M. Sweitzer

In the July 19, 1991, issue of *Science*, a portion of a commencement address by Maxine Singer entitled "Heroines and Role Models" was printed; and to paraphrase from that address, it is from heroines and heroes that we learn about courage, about noble purposes, and about how to reach within and beyond ourselves to find greatness. This past summer, I had my faith renewed in the existence of heroes and heroines. This behavior was embodied in the members of the Montgomery County Community College Board of Trustees. What follows is their story.

Background

The college is situated in a suburban setting in Montgomery County, Pennsylvania, not far from Philadelphia. This fall, we had over 9,000 credit students and 4,000 non-credit students. We receive funding from tuition; the State of Pennsylvania through the Department of Education; and from a local sponsor, the Montgomery County Commissioners. By law, the county commissioners approve the college's budget and appoint the 15 trustees who comprise the policy-making board for the college. The board, by law, is responsible for all other aspects of the college's operation. The day-to-day operation is delegated to the president. The college throughout its history has had a very good working relationship with state legislators and the three county commissioners and an excellent reputation with its students and the people of the county.

The 1992 election for Montgomery County Commissioners was contentious, to say the least. The election resulted in three new commissioners. Not too long after they were elected, problems between the commissioners and the college trustees began to surface. For example, the former commissioners had approved the funding for a new branch campus. The new commissioners supported the need for the campus, but not trusting the judgment of the former county administration, decided to look for a new site. They did this without consultation or involvement with our trustees. Numerous meetings were requested by the trustees to discuss the site issue, the new campus, and the college in general, but none occurred. Most of what we knew came from newspaper articles, but that is a story to be told at some other time. My point is that from the beginning, there was an atmosphere of limited trust and respect; and this mistrust was directed to board members at the college and to members of other county boards who had been appointed by the previous administration.

The Story

A budget presentation is made by the college to the county commissioners in a public setting at least two times each year (November and June). The board's Finance Committee, board chairperson, chief business officer, and president make the presentation on behalf of the college. On that fateful day in June, 1993, we had just finished reviewing most of the budget details with the three commissioners when the chairman of the county commissioners, in an angry and confrontational manner, challenged the proposed administrative salary increases. He proceeded to read from a list of salaries provided to the commission by the college the past December and highlight what he contended were inappropriate salaries and inappropriately high raises. He declared that employees at the college should earn no more than county employees! With approval from the other two commissioners, the chairman demanded more information about the administrative salaries

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Editor's note: In today's complex world, trustees can find themselves in challenging situations that demand all of their skill and experience. This dramatic story, in the words of a college president who is proud of the actions of his board, provides insight into the decisions trustees must make.

and proposed raise; and until he received it, no action would be taken on the 1993–94 budget.

Thus began a series of meetings, four in all, between the county commissioners, the personnel committee, and the full board. All of these meetings included newspaper reporters, or the reporters were invited by the commissioners into the meeting when it ended. Thus the commissioners, particularly the chairman, used the meetings very effectively to get newspaper headlines. It would become very clear that the headlines were important to him. Please note that the commissioners had been given all of the salary and raise information in detail six months prior to the June meeting, which provided them with ample time to seek additional information outside of a public forum. I should add that the trustees believe strongly that elected officials have every right to ask questions and demand reasonable returns on taxpayers' investments. However, the methods used by the commissioners represented inappropriate behavior and ultimately, unreasonable intrusion.

In spite of the complete documentation provided in a reasoned and analytical way to the commissioners, they continued to attack the board for having granted an administrative raise that was "too high" and demanded the board change it. The chairman of the commissioners played on the issues of responsibility to taxpayers, the current inflation rate (4 percent), unemployment rates, "high" administrative salaries, and the salary increase (8 percent). I can tell you that in the newspapers these issues seemed to play well. This was true in spite of the fact that we were able to demonstrate through an independent study by Hay Management Consultants that our administrators were being paid in the lowest 10th percentile of those institutions we compete with for employees; that the raise had actually been passed by the board of trustees two years prior to this budget and paralleled the raise negotiated with the Faculty Union; and the college's solicitor had ruled that the raise was legally binding, because of the board's resolution and the issuance of contract letters to all administrators. The trustees have always believed that non-bargaining unit employees should be treated fairly and that faculty and administrative salaries should be comparable; and so, the faculty raise in aggregate had also been given to administrators. We had a situation where the commissioners were demanding a change in the raises, and the trustees were not willing to change their resolution. I might also add that in the final analysis, the battle lines were drawn over the salaries of 13 administrators who exceeded the maximum for their range. The difference between the trustees' position and the commissioners' was a total of $21,000!

Despite four weeks of threats, each and every trustee emphatically told the commissioners to do whatever they needed to do budgetarily, but the resolution concerning administrative raises would be honored. Integrity, trust, and respect between the board and the college constituencies was paramount in their decision.

Meanwhile, the college was taking a beating in the press. The chairman of the county commissioners mailed copies of editorials to all of the area leaders of his political party to help demonstrate his "fiscal responsibility." In addition, he was quoted in the newspaper as saying, "The terms of six trustees expire next year and commissioners will appoint six new faces." Newspaper headlines included: "Unwarranted pay hikes hold up MCCC budget," "Commissioners boil over Montco College pay plan," "MCCC board gets vote of no confidence," and "MCCC budget to be cut $100,000 to hold down administrators' raises."

In addition to threatening to replace trustees whose terms of appointment were to expire, the chairman of the commissioners in an angry telephone conversation demanded that the president attend a regularly scheduled weekly public meeting at which time he intended to call for the president's resignation because the president had not acted independently of the board of trustees.

At the college throughout this ordeal, the president attempted to keep college personnel, particularly administrators, informed through memos and meetings. It was not an easy task to overcome the very negative image of our administrators being portrayed in the newspapers.

A budget needed to be passed by July 1, 1993, the beginning of our fiscal year, or the college would have to close and we were nearing the end of our first Summer term. It was clear that the issue would not be resolved before July 1. When the commissioners were informed that the college would have to close without a budget, and that students, faculty, and staff would have to be notified, they passed a resolution allowing the college to operate under the amount of money budgeted for the previous fiscal year.

After a number of meetings with the personnel committee, which did not resolve the differences, the county commissioners demanded a meeting with the full board. The chairman of the commissioners told the board chairperson he did not represent the opinion of the full board. All but one trustee was able to participate in the July 8 meeting in the commissioners' meeting room, along with the college's solicitor and president.

During this four-hour meeting, a trustee was asked to resign and leave the meeting, the chairman of the commissioners threatened to reduce the budget by $1 million, and another commissioner threatened to reduce it by $600,000. After over an hour of less-than-agreeable exchanges, the commissioners asked that the meeting be recessed so that they could discuss the problem in private; and they asked the board to spend the time reconsidering its position. After 45 minutes or so, the commissioners returned and the chairman of the county commissioners asked each trustee for his or her position. Despite four weeks of threats, and intimidation during this meeting, each and every trustee emphatically told the commissioners to do whatever they needed to do budgetarily, but the resolution concerning administrative raises would be honored. Integrity, trust, and respect between the board and the college constituencies was paramount in their decision. By the way, the trustees had agreed from the beginning to seriously consider administrative raises and other issues in the upcoming year and rectify any salary-related problems which might exist. During that year, new union contracts would be negotiated with our support staff and faculty.

Upon hearing the unanimous opinion of the trustees, the commissioners proposed a non-negotiable "solution": they would cut our appropriation by $100,000 and they would pass the budget as soon as the college developed a plan which addressed administrative salaries that exceeded the maximum for the position range. When questioned about the $100,000 reduction rather than the actual amount of the disagreement, $21,000, one commissioner indicated they had to send a message to the trustees and $21,000 would not send enough of a message. They also did not want to send "too much" of a message for fear of a negative reaction from students. The chairman of the commissioners then brought reporters into the room for an impromptu news conference. The newspaper headlines read "Montco approved MCCC budget"; "County, College agrees on wage freeze for 15"; and "Community College budget passes; tuition stays same." Montgomery County Community College trustees conducted themselves with dignity, integrity, and honor, attributes which are in the finest tradition of citizen boards. I am proud of them. They are, in the truest sense, heroines and heroes. Community college boards must keep the public trust and be accountable, and they do. Boards must be fiscally responsible, and they are. And they must have integrity, and they do!

Outcomes and Messages

I would like to tell you that the fight against unfair and unwarranted political interference was won and that the college board/county commissioner relationship has dramatically improved. But neither is true. There has been some improvement in the relationship. November's 1994–95 budget presentation went reasonably well. The next part of this story played out when one trustee was reappointed and five were not reappointed in January 1994.

What can be learned from situations like this? We all agree that good relationships are needed with elected officials, indeed, with all community college constituencies. Fund raising through our foundation was adversely affected during the time in which the newspaper headlines were negative. This has changed for the better, since we were able to deliver a factual message, mostly one-on-one. The morale of our administrators has improved. They along with our faculty and staff were very grateful for the trustees' effort. It was important to keep people informed, which was also done in person, and members of the president's staff were instrumental. We made a conscious decision not to involve our students, alumni, the business and industry community, or our faculty and staff in a "grass roots" campaign, so as not to escalate the level of animosity. I think this was a wise decision. The morale of the trustees suffered. It was important to talk with them, to thank them, and to encourage them. Sometimes we forget that trustees are people too!

During this trauma, we were not successful in getting our message out through the newspapers. In retrospect, facts were not enough, the newspapers played on the emotional side of the issue. Right and wrong were of little concern to the reporters. I believe we had good relationships with our local newspapers, and that is evidenced in how we were treated before and how we have been treated since the confrontation with the commissioners. Maybe a lesson to be learned is that it would be wrong for us to expect the media to be concerned only with truth and facts. I still believe that as educators, we must be both truthful and factual and let the media be the media. It is important to have developed and maintained an honest relationship with the media prior to the occurrence of a situation such as this. The following observations made by Jamieson (1992) may be helpful in understanding the media's approach to news: She observes, "News is what reporters, editors, and producers decide is news... News coverage emphasizes conflict by interviewing and quoting opposing sides on an issue, and such interviews not only allow a reporter to remain detached, they also create an impression of fair and balanced coverage... An event is less likely to be covered and reported if it offends media

owners, the government, advertisers, or the mass audience… [Please note that all of the reporters who covered this story were those who on a daily basis cover the County Courthouse, i.e., the commissioners]… Objectivity, contrary to popular belief, does not refer to the truthfulness of media interpretation, but demands merely impartiality of coverage, which is stylistically supplied by quoting two opposing sources."

Finally, what lesson is to be learned from dealing with unwarranted interference from elected politicians? I know that every effort was made to establish communication channels with the commissioners. They were and are invited to important college events. Information is provided on a regular and ongoing basis in writing, meetings, and telephone conversations. They were named honorary chairmen for our annual fund-raising ball two years in a row, and they actively participated. In short, they have been included and informed. However, from day one of their term, respect and trust were missing. As advised by Harrell (1986) on dealing with legislators, develop an ongoing working relationship and help them to achieve their goals while you are achieving your goals. Unfortunately, to date, we have been unsuccessful, and I believe it relates to the contentious nature of the election, the dislike for and mistrust of anything associated with the former commissioners, and certain personality traits. There is also a lack of understanding about a shared governance (collegial) process versus a unilateral decision-making (autocratic) governance process.

The college is not alone. It is reported that representatives from most, if not all, county departments have had negative encounters with the commissioners. Newspaper accounts indicate that rudeness, intimidation, and the demonstration of a lack of respect for people are not unusual occurrences during meetings with the commissioners. My observation is when a board of trustees has made an honest attempt to work with local governmental officials and when these efforts fail, it may be because of problems associated with the politicians and not the trustees. When politicians have their own agendas, such as to be re-elected at any cost, or power and control at any cost, then it doesn't matter how accountable and effective and efficient a college is, nor does the dedication and effectiveness of the board of trustees matter. When situations like this develop, a board has only one option, and that is to maintain its word, its integrity. We expect no less from our students, faculty, and staff. A governing board must be the institution's advocate and defender (Middle States Association of Colleges and Schools, 1982).

When an open and cooperative working relationship with local elected sponsors has not developed and the board has balanced the task of serving the public trust and maintaining government's trust as stated in Ingram (1993) then, in summary, I provide the following observations:

1. Keep the exchanges in writing, in meetings, and in the media professional and avoid public outbursts. Try to fight issues and not people (Fisher, 1984).
2. Continue to involve local sponsors in commencement and other important events, guest lecturing, and college activities and meetings.
3. Provide local officials with timely and accurate information about all aspects of the college and its accomplishments, including social and economic impact information.
4. Dot all "i's" and cross all "t's" in preparing for meetings with local officials. Anticipate questions and concerns they may have. It isn't difficult after you know their agenda and their personalities!
5. Practice the Golden Rule and maintain the integrity of the board and college. As stated in Fisher (1984), "Never deny convictions for the sake of peace and equanimity."

Montgomery County Community College will continue to work with the county commissioners. Good communication requires a good-faith effort from both parties. It may sound odd after having lived through this unfortunate experience, but I believe the county commissioners truly believe in the community college's mission, are basically pleased with what it has accomplished, and support its vision of the future. This provides hope for improved communication. It is important to continue to tell MCCC's outstanding story; to try to maintain good morale among our trustees, students, faculty, and staff; and to operate the college in a responsible manner. For in the end, we are here to meet the needs of present and future generations of students and preserving the integrity of the college is in their best interest.

Montgomery County Community College Trustees we salute you! ■

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College Responses to Security Crises

While many community college trustees may wish to concern themselves primarily with academic affairs, campus violence must be a priority for community college administrations nationwide. Consider these facts:

- *USA Today* reports that a violent act is committed against a college student every 25 minutes and that 21,000 college students fall victim to violent crimes every year.
- Security on Campus, Inc. reports a total of 114 known murders on college campuses nationwide since 1988.

For America's community colleges and four-year colleges and universities in the 1990s, campus security means more than having an entrance guard or a night watchperson patrolling the grounds. It's a strategic responsibility that, if not carried out with perseverance, could put an institution at risk financially and publicly.

The costs of court settlements or verdicts in campus security cases can be staggering—often millions of dollars. But the cost of losing in the court of public opinion can be even higher. Consequently, it is critical for college administrators, trustees, and staff to be involved in the development of a crisis communications plan and be prepared to respond when a crisis strikes.

In society today, the media play a powerful role in shaping what the public believes or doesn't believe when a crisis occurs. In 1990, the Crime Awareness and Campus Security Act was passed with the help of the media. It was the tragic story of 20-year-old Jeanne Ann Clery, who was robbed, raped, and murdered in her dorm room at Lehigh University in Pennsylvania, that made the country aware of the rise in campus violence. This story was featured in the national media and provided an impetus for surveys and articles that led to more stringent laws that protect students.

Prevention Is the Best Solution

The best option is to avoid any potential crisis before it occurs by instituting a comprehensive security program for the protection of students and staff. Such action not only helps prevent the victimization of students and staff but helps protect the college from potential lawsuits. Trustees can consult with their college security officers and insurance carriers to institute such a system.

However, community college trustees should make sure their colleges are prepared to deal with the media in a crisis. An external communications and media response policy is a good step. Also, an effective crisis communications process should be included in every college's overall emergency preparedness plan.

Crises are usually marked by confusion and finger-pointing. Parents are outraged, students are concerned, and there is a reporter at the door, wanting to know the whole story for printing in the morning newspaper. A trustee becomes a key figure in a situation unfamiliar to him or her and that communications plan becomes invaluable. In these situations, it is important for trustees to understand how to effectively interact with the media to deliver the right message and achieve the best possible result for the college.

Dealing with the Media

By using understanding and honesty, trustees and administrators can view the media as a valuable advocate rather than a powerful adversary. In order to deal effectively with the media, it's important to understand reporters and the demands of their job. Just as trustees have various demands placed upon them, reporters likewise experience their own unique demands:

- Reporters work under strict time and space constraints. Reporters must often complete stories under tremendous deadline pressure to get the story in the next edition or on the air; this is why they need information as soon as possible.
- Reporters compete with each other to get the best story. Long ago, the media consisted of only a single writer from a single city paper. Today, the pursuit of news involves a dozen or more radio and television stations in addition to daily, weekly, and monthly publications. All these reporters share the common goal of being the first to break the story. This is why reporters are so aggressive.
- Most reporters are generalists. Often, reporters have little or no experience with a specific organization or industry. They need facts to be laid out in a clear, concise, and orderly manner.
- Reporters answer to editors and news directors. Most reporters' stories are assigned to them. When they get an assignment, they are expected to produce a story. That is why they can't take a "no" from an organization or spokesperson. Good reporters will get the story with or without an organization's help.

Crisis Situations: Honesty Is the Best Policy

In a crisis, the first response of college officials is often to attempt to minimize the story or "keep the news quiet." Unfortunately, this is usually a poor course of action to take. True crises are impossible to keep quiet. An attempt to bury the story can be misconstrued by the media and public as evidence of guilt or wrongdoing.

In contrast, the best action to take is to be honest and volunteer all available information. Failure to provide information can be misinterpreted as dishonesty. Even if the available information is sketchy, an attempt to communicate gives the college some measure of control over what information is released. Further, being open and cooperative with the media enhances the college's credibility. This increases the chance of the college getting a fair chance to tell its side of the story.

> When dealing with the media, honest and frequent communication is the key to conveying your college's message in both good times and bad.

In dealing honestly with campus crime, colleges also will be complying with the 1990 Crime Awareness and Campus Security Act. This federal law requires colleges receiving federal aid to annually report the number of crimes on their campus.

In addition to adopting this position, other suggestions for communicating with the media during a crisis are listed below:

- Select a spokesperson. This is crucial in the initial phases of a crisis. The spokesperson should serve as the voice of the college in all interviews and possess absolute authority. Often, a college president or trustee is a good choice. Whoever is chosen, the spokesperson must be prepared to handle three basic questions.
  1. What happened?
  2. Why did it happen?
  3. What are you going to do about it?
- Be open. State who, what, when, where, why, and how to the best of your knowledge at the time. Also, share what your college is doing to remedy the situation. This shows your college is proactive in looking for solutions to the crisis.
- Plan your key points. Decide in advance on three or four major points to focus your message and make them early. Treat the interview as an exchange of information and an opportunity to make your case.
- Remember that nothing is ever "off the record." Reporters can and will use any information available in a story. Consider anything said from initial greetings to goodbye to be usable by a reporter. Don't say anything you wouldn't want to see on the front page of the newspaper.
- Refute any untruths. If you discover a falsehood, refute it and tell the reporter the truth. This will prevent the spread of false information. However, do NOT lie to the reporter.
- Do not release the name of a victim until the victim's family has been notified.
- Never say "no comment." It makes one look guilty. If someone asks you a question you don't know the answer to, say, "I don't know. I'll find out and get back to you." Ask the reporter when her deadline is and give her the information she needs by then. Or call and let the reporter know you're working on finding it for her.
- Never speculate publicly about the unknown. This represents a no-win scenario. Avoid answering hypothetical questions and keep the attention focused on the facts and information at hand.

College administrators should consult their staff for guidance before and during a crisis. In addition to a public relations person, the college attorney can prove extremely helpful in determining the legal implications of the situation.

A Make or Break Opportunity

Without doubt, dealing with reporters can be frightening. A mistake made in a crisis is sure to be very public and can tarnish a college's reputation for a long time. Consequently, an understanding of the media's motivation and the preparation and execution of a crisis communications plan is essential to a college's being viewed in the best possible light during and after a crisis occurs. When dealing with the media, honest and frequent communication is the key to conveying your college's message in both good times and bad. ■

This article is a summary of a panel discussion at the ACCT 1994 Annual Convention in Toronto. Participating in the panel were: Ann Garten, public affairs director, Coast Community College District, CA; Armando R. Ruiz, trustee, Coast Community College District, CA; Joseph Ables, Jr., managing attorney, CIGNA Property & Casualty Insurance Companies, NY; Tina Angelo, assistant director, business communications, CIGNA Companies, PA; Paul Balbresky, vice president, CIGNA Education Insurance Services, PA; and Richard Galbo, assistant general counsel, CIGNA Property & Casualty Insurance Companies, NY.

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Illinois Community Colleges Guarantee Their Students' Education

by Darcy Wilkerson

Illinois is well on its way to guaranteeing education received at all of its 49 public community colleges. The initiative began in Spring 1992 when the Illinois Community College Board (ICCB) decided to pilot-test the concept. One year later, *Provisional Guidelines for Educational Guarantees* were approved by the board as an interim development model for the 40 colleges participating in the pilot-test. Final guidelines are being developed for implementation in mid 1994. According to Harry L. Crisp II, ICCB Chairman, "The quality and responsiveness of community colleges will be greatly enhanced through this initiative."

The Illinois Community College Board initiated education guarantees, according to executive director Cary A. Israel, "because we believe the quality of education received through Illinois' public community colleges provides the knowledge and the skill needed to compete and succeed in today's workplace and at four-year universities."

When the pilot phase began in March 1992, three community colleges came on board with guarantee policies. Today, of the 40 community colleges participating in the pilot-test, 20 have policies in place and the remaining 20 colleges are in preliminary or advanced stages of planning.

Essentially, the community college will guarantee that the technical skills obtained through occupational degree and certificate programs will be those skills needed for today's labor market. For those students on the baccalaureate track, transfer courses will be guaranteed to transfer to four-year colleges and universities.

Educational guarantees benefit students because they are guaranteed a quality education, but others, such as faculty and employers, benefit from the guarantees as well. Timothy Lightfield, president of Prairie State College, says, "Prairie State College faculty are extremely proud of their contributions and effectiveness of their teaching, and they choose to stand by their work with this educational guarantee."

While guarantee policies may vary among the colleges, the *Guidelines* provide seven key points:

1. Include a variety of perspectives in the development process.

College administrators, faculty, trustees, students, employers, university representatives, and community leaders can contribute their unique perspectives to colleges' guarantee policies.

2. Identify what is to be guaranteed.

The goal of the initiative is to guarantee all programs at the community colleges. During the pilot phase, however, colleges decide if the entire curriculum will be guaranteed, all transfer programs, all occupational programs, or if a select number or programs will be guaranteed initially.

3. Define what is to be guaranteed.

Transfer students are usually guaranteed that their earned credits will transfer to four-year colleges and universities. Technical skills which are needed for today's labor market can be guaranteed for those students in occupational programs.

4. Define who is to be guaranteed.

Community colleges have a very diverse enrollment. Equal consideration to full-time and part-time students is essential for community colleges.

5. Define what the compensation is to the student who calls the guarantee.

Reimbursement, reenrollment, tutoring, and/or counseling are options colleges can provide.

6. Delineate how internal procedures will be established or refined.

When a guarantee is called, established procedures can spell out the college's response to the needs of the student and can lead to necessary improvements to the program being called.

7. Define how the guarantee may be called and how it will be honored.

A simple and understandable process for making a claim is important to both students and employers.

With the *Provisional Guidelines* in place, the ICCB anticipates more of Illinois' community colleges will begin developing guarantee policies. Upon conclusion of the pilot phase in mid 1994, final guidelines will be available for the entire Illinois community college system's use and implementation. Students, employers, and four-year colleges and universities will then be guaranteed that the education received at *any* Illinois community college will continue to be of the highest quality and responsive to their academic and technical skill needs. ■

Editor's note: Illinois community colleges are among many across the United States which offer a guarantee to their students. Darcy Wilkerson is assistant director for occupational education for the Illinois Community College Board.

Multicultural Education: Terms of a Debate

Going Beyond "Political Correctness" to Value Cultural Differences

BY
EDUARDO J. PADRÓN

As the American population becomes ever more racially and ethnically diverse and as minorities new and old assert themselves, a furious struggle is being waged over the future. The battleground is education, and the issue is what version or versions of the story of America will be transmitted though choices over what (curriculum) and who (the canon) is taught by whom (hiring, promotion, and affirmative action).

The civil rights movement, the entry of millions of new immigrants into the U.S. since the 1960s, the revival of ethnicity, challenges to the melting pot thesis by historians and social scientists, and new educational theories led to a trend toward a multicultural approach to education.

Now this approach is under fierce attack from traditionalist critics and some sectors of the media who charge that it distorts and divides.

"A growing emphasis on the nation's 'multicultural' heritage exalts racial and ethnic pride at the expense of social cohesion," editorialized a July 8, 1991, *Time* magazine cover story.

Historian Arthur Schlesinger, Jr., in a July 8, 1991, *Time* magazine article, rails against those promoting multiculturalism as "well-intentioned people [who] seek to transform our system of education from a means of creating 'one people' into a means of promoting, celebrating, and perpetuating separate ethnic origins and identities.

"The balance is shifting from unum to pluribus. That is the issue that lies behind the hullabaloo over 'multiculturalism' and 'political correctness' and the rise of the notion that history and literature should be taught not as disciplines but as therapies whose function is to raise minority self-esteem," Schlesinger writes.

"The eruption of ethnicity is...a rather superficial enthusiasm stirred by romantic ideologue on the one hand and unscrupulous con men on the other," he adds.

Renato Rosaldo, a Stanford University professor quoted in the same issue, gives a completely different description of multicultural education.

"We have a history of treasuring our sameness, but we should also respect our diversity. Our histories should allow all students and teachers to feel like first-class citizens," Rosaldo explained.

"A U.S. history that only stresses a westward movement across the continent would marginalize or exclude Native Americans," he continued. "It would make African Americans ask, 'Who booked my passage?' It would make Hispanics say, 'We stood still and the border moved to the other side of us.' And it would make Asian Americans wonder, 'What about eastward movement rather than westward movement?'"

What is multicultural education and why is it under such attack? According to a recent textbook, Christine E. Bennett's *Comprehensive Multicultural Education: Theory and Practice* (second edition, 1990), "multicultural education is an approach to teaching and learning that is based upon democratic values and beliefs, and seeks to foster cultural pluralism within culturally diverse societies and an interdependent world."

Bennett goes on to identify four dimensions of multicultural education. One is "the movement toward achieving equality of educational opportunity" for all groups. A second is a curriculum approach that "develops knowledge and understanding about cultural differences and the history and contributions of contemporary ethnic groups and nations, as well as various civilizations in the past."

Eduardo J. Padrón is president of Miami-Dade Community College, Wolfson Campus. This commentary previously appeared in Community College Times, *AACC, July 13, 1994.*

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A third is a process through which "a person becomes multicultural, or develops multiple ways of perceiving, evaluating, believing, and doing." Finally, multicultural education involves a "commitment to combat racism and other forms of discrimination through the development of appropriate attitudes and skills."

What is wrong with teaching values, fostering pluralism, achieving equality of educational opportunity, developing understanding about cultural differences, developing the ability to see the world as it appears to those who are different from us, and committing ourselves to opposing racism and discrimination?

Critics are right when they attack excesses that masquerade under the banner of multiculturalism and when they warn about dogmatic approaches, or "political correctness."

It is equally unacceptable for a person from a minority group to promote prejudice or hatred as it is for anyone else. But abuses of the concept of multiculturalism do not justify condemning the entire approach.

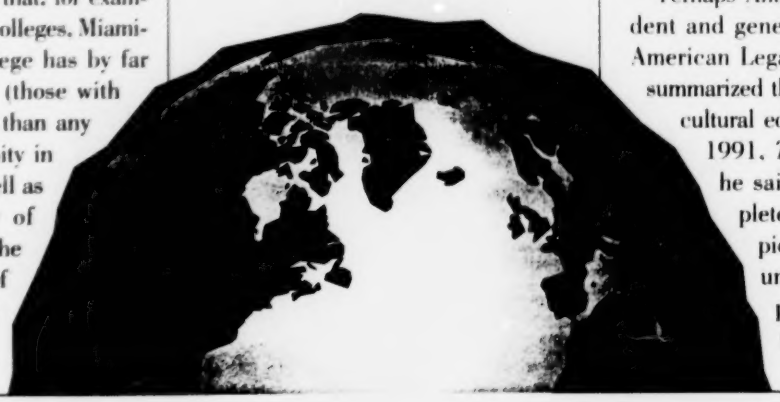
Nowhere is the appropriateness of multicultural education more apparent than in South Florida. The diversity of our community is such that, for example, among community colleges, Miami-Dade Community College has by far more foreign students (those with special visas to study) than any other college or university in the United States, as well as the highest number of Hispanic students and the second-largest number of African-American students in the nation.

The college's commitment to educating Miami's diverse population is best illustrated by the fact that a 1993 Indiana University study has ranked Miami-Dade first among peer institutions for graduating the largest number of minority students earning associate degrees in the nation.

Judging by the vast racial and ethnic differences in dropout rates and test scores among students at all levels of our educational system, we certainly need the renewed commitment to equality of educational opportunity espoused by multicultural education. Unfortunately, the trend of recent years has been for a widening of the educational gap between the majority and the minorities.

.....

Properly understood and applied, multicultural education is exactly what is required if we are to meet the challenge of a new and more competitive world of instant communication across continents and cultures and of a new America of unparalleled diversity.



The history of Miami in the last 20 years teaches us the value of understanding cultural differences, developing cross-cultural empathy, and committing ourselves to ending discrimination, key goals of the multicultural approach. As to critics who scoff at efforts to build self-esteem among minorities, the death a few years ago of a Haitian child in Miami who committed suicide because his culture was stigmatized and he was ashamed of his identity should convince them of the seriousness of the problem.

What has been true in Miami for some time will be true of the U.S. as a whole in the near future: The nation is becoming more diverse and interdependent with other countries. Properly understood and applied, multicultural education is exactly what is required if we are to meet the challenge of a new and more competitive world of instant communication across continents and cultures and of a new America of unparalleled diversity.

Perhaps Antonio Hernandez, president and general counsel, Mexican American Legal Defense Fund, best summarized the importance of multicultural education. In the July 8, 1991, *Time* magazine article he said, "Unity is the completed puzzle, diversity the pieces of the puzzle. And until we recognize every piece, we cannot have the unity." ■

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Trustee Education Opportunities April–June 1994

April

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AACC Annual Meeting
Washington, DC

7–8
North Carolina Association of Community College Trustees
Winston-Salem, NC

16–19
AGB National Conference on Trusteeship
Washington, DC

25–26
Pennsylvania Federation of Community College Trustees

29–May 1
ACCT Southern/Western Region Seminar
San Antonio, TX

May

4–6
Trustees Association of Community and Technical Colleges of Washington State
Bellview, WA

13–15
ACCT Pacific Region Seminar (in conjunction with California Community College Trustees)
San Diego, CA

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NISOD International Conference on Teaching Excellence
Austin, TX

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Springfield, IL

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Accreditation Agencies and the Federal Government: Can They Work Together?

Association of Community College Trustees

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Opinions expressed are those of the authors and not necessarily those of ACCT.

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FEATURE

Accreditation Agencies and the Federal Government: Can They Work Together?

by Sally Hutchins

Accreditation, the time-honored system of peer review of higher education institutions, has increasingly come under fire from the general public, concerned about the value and quality of higher education, and from the U.S. Congress, convinced that accrediting agencies have not done an adequate job of weeding out institutions that abuse federal student aid programs. Recent efforts by the federal government to tighten oversight of the agencies and impose new responsibilities on them for reviewing postsecondary institutions seriously threaten institutional autonomy and the concept of lay governance.

Most community college trustees have experienced the accreditation process, as the association to which their college voluntarily belongs periodically reviews every phase of college operations.

Sally Hutchins is ACCT Director of Communications.

Accreditation by one of the six regional associations has in the past offered credibility to the public: assurance that students will receive a quality education from a sound and well-managed institution.

But increasing examples of fraud and abuse related to student aid funds, coupled with high tuition and poor education quality at some accredited institutions, especially proprietary schools, has eroded public confidence in the accreditation process.

"My view is that accreditation is in a lot of trouble," said Theodore J. Marchese, vice president of the American Association of Higher Education, at a session on "Accreditation: Will It Survive?" at the annual meeting of the American Council on Education (ACE) in February. "To the general public, the accreditation process is not credible and appears not to provide any valuable information," he said.

"The higher education community does not view the accreditation process with any ownership," said James T. Rogers, execu-

tive director of the Commission on Colleges, Southern Association of Colleges and Schools.

The higher education community must give serious consideration to the question of whether the accreditation process should end its role of gatekeeper for institutions that participate in federal government programs, noted ACE President Robert H. Atwell, who moderated the session.

The federal government became involved in the process in 1952 when it began using accreditation as an indicator of the academic quality of institutions that participate in the federal student aid programs. The Secretary of Education evaluates and recognizes accrediting agencies, and schools that are subsequently accredited by approved agencies are eligible to participate.

The belief that accreditation had not done an adequate job of weeding out institutions that abuse federal student aid programs led Congress to assign significant new responsibilities to accrediting agencies in the 1992 amendments to the Higher Education Act.

This participation in federal student financial aid programs traditionally has rested on a distribution of responsibility known as the "triad." The three parts of the triad are:

- accreditation by an accrediting agency approved by the Secretary of Education,
- licensure by state authorities, and
- determination of eligibility by the U.S. Department of Education.

Prior to 1992, there was scant reference to the triad in the Higher Education Act, and the Department of Education took a casual approach to determining and monitoring the schools that participated in the federal programs.

The belief that accreditation had not done an adequate job of weeding out institutions that abuse federal student aid programs led Congress to assign significant new responsibilities to accrediting agencies in the 1992 amendments to the Higher Education Act (HEA).

In the wake of continuing stories of waste and abuse in the federal student aid programs, the Department of Education has moved very aggressively to implement the provisions of the HEA amendments and is in the process of issuing regulations dealing with both state review and accreditation.

Accrediting Associations Set Agenda for Reform

Leaders of the regional accrediting agencies and seven higher education associations met in June of 1993 and formed a temporary coalition, the National Policy Board on Higher Education Institutional Accreditation (NPB). The group agreed to work together for the explicit purpose of: (1) coordinating responses to the regulations for the Higher Education Amendments of 1992, (2) developing national core standards for institutional accreditation, and (3) establishing a new permanent organization that would address matters related to accreditation.

For the first six months, most of the NPB effort was directed toward working with the Department of Education and the higher education community to address concerns about the proposed regulations.

The 16-member NPB met again in late January and agreed on steps to reform the system for accrediting the nation's colleges and universities. The NPB also endorsed efforts to reverse growing federal government intrusion in the accreditation process.

In March, the executive committee of the NPB designated eight working groups to follow up on decisions made in January and formulate an action plan for reform. The executive committee set a target of 12–18 months for completion of the action plan, which then would be submitted for approval to the institutional members of the agencies.

The tasks to be assumed by the different working groups include:

- developing an initial tier of national, uniform baseline standards for institutional accreditation;
- developing a second tier of standards designed to promote institutional improvement, with a focus on student learning outcomes;
- developing a third tier of standards to provide recognition for institutional excellence;
- devising a system for public reporting on the findings of the accreditation process;
- creating a strategy to strengthen public understanding of accreditation;
- designing a new national organization to oversee higher education accreditation;
- developing standards and procedures to be used by the national organization in recognizing accrediting bodies; and
- working to restructure the balance among accreditation, state licensure, and federal determination of eligibility in allowing institutions to participate in federal student aid programs.

Participants in the January meeting also agreed on the need for research and development at a national level focused on improving the accreditation process. However, the NPB executive committee decided to delay initiating this effort until the broad standards for accreditation and the new national organization are in place.

Regarding growing federal intrusion in accreditation, the NPB adopted the following statement at its January meeting:

> The responsibility for assuring adherence to federal law and regulations belongs to the federal government, not to accrediting agencies. The central purpose of accreditation is to guarantee the quality and integrity of higher education institutions. It is a fundamental error to assign responsibility for overseeing institutional management of federal student aid funds to accrediting agencies. The Higher Education Amendments of 1992 destroyed the essential balance of the triad. We are prepared to work with the administration and Congress to correct this error and determine the appropriate responsibilities to be carried out by the federal government, the states, and accrediting agencies.

Following the January meeting, Robert H. Atwell, president of the American Council on Education and co-chair of the NPB, noted that "This meeting marks a major step toward basic reform of higher education accreditation. Such reform is needed to let the public know that we are serious about guaranteeing the integrity of our colleges and universities and striving for improvement in the education of students, and for assuring elected officials that taxpayer dollars are being spent wisely and effectively. I'm confident we are now well on our way to achieving those goals."

James T. Rogers, of the Southern Association and co-chair of the NPB with Atwell, remarked that "Institutions of higher education have a vital stake in the effectiveness of accreditation, but the public has an equally important stake. Students and their families have a right to know they will be receiving the education they need and deserve. The reform course upon which we have embarked should preserve the strengths of the world's foremost higher education system and ensure its continued excellence in the future."

Standards Accreditation Agencies Must Have

In order to assure that an accrediting agency is a reliable authority as to the quality of the education or training provided by an institution or program it accredits, the agency must have standards that effectively address the quality of an institution or program in the following areas:

1. **Curricula.**
2. **Faculty.**
3. **Facilities, equipment, and supplies.**
4. **Fiscal and administrative capacity as appropriate to the specified scale of operations.**
5. **Student support services.**
6. **Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising.**
7. **Program length and tuition and fees in relation to the subject matters taught and the objectives of the degrees or credentials offered.**
8. **Measures of program length in clock hours or credit hours.**
9. **Success with respect to student achievement in relation to mission.**
10. **Default rates in the student loan programs established under Title IV of the [Higher Education] Act, based on the most recent data provided by the Secretary.**
11. **Record of student complaints received by, or available to, the agency.**
12. **Compliance with the institution's program responsibilities under Title IV of the Higher Education] Act.**

Source: Department of Education Notice of Proposed Rulemaking on Accrediting Agencies [34 CFR Part 602], **Federal Register,** *January 24, 1994.*

Federal Regulation of Accrediting Agencies

The 1992 HEA Amendments expanded the federal government's role in approving accrediting agencies. For example, for the first time, federal law requires accrediting agencies to have specified standards if they wish to be approved by the Secretary. They must report to the Secretary their standards in 12 separate areas, including curricula, faculty, facilities, student services, tuition and fees, and student achievement.

In the process of issuing regulations dealing with both state review and accredition, the Department of Education published proposed regulations on January 24, 1994, and required that comments be submitted by March 21. Final regulations are scheduled to be issued by May 1, so that they can go into force in the 1994–95 academic year.

ACCT requested comments from its members on problems posed by the proposed regulations and sent a letter to the Department of Education expressing these concerns. ACCT also joined in a letter submitted by a coalition of higher education associations, which stated that the proposed regulations exceed the statutory authority allowed under the 1992 amendments to the Higher Education Act.

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The draft rules would expand state and federal oversight of institutions in ways Congress never intended and change the nature of accreditation, the associations maintained. The regulations would also increase the burden of data collection and reporting for colleges and universities and accrediting agencies while doing little to reduce fraud and abuse in student aid programs. Moreover, the coalition stated, the regulations would require the duplication of efforts among accreditors and state and federal governments, and lack basic due process protections.

In the letter addressing concerns about the proposed accreditation regulations, the associations expressed opposition to the extensive record-keeping and regulatory requirements they would impose on accrediting agencies. The 135 requirements go well beyond the law and would be costly to accrediting bodies and, therefore, to institutions, the associations argued.

> "Reform is needed to let the public know that we are serious about guaranteeing the integrity of our colleges and universities and striving for improvement in the education of students, and for assuring elected officials that taxpayer dollars are being spent wisely and effectively."
>
> Robert H. Atwell

The proposed regulations call for accrediting agencies to review schools' fiscal and administrative capacities; establish minimum and maximum program lengths for prebaccalaureate vocational programs; and establish minimum quantitative standards for completion and job placement and pass rates on state licensing examinations for vocational programs.

The way the term vocational education is defined in the proposed rules implies that almost all two-year and many four-year institutions would be regarded as providing vocational education. Therefore, the associations suggested, the definition should be altered to focus attention on short-term proprietary schools, where most of the problems with student aid abuse occur.

Summary

Steps being taken to reform the accreditation process by the 16-member National Policy Board on Higher Education Institutional Accreditation, which is made up of leaders of regional accrediting agencies and major higher education associations, are aimed at restoring public confidence in the accreditation process and improving the oversight of postsecondary institutions by focusing on educational quality and student outcomes.

The accrediting agencies have issued a statement that they should not be responsible for assuring adherence to federal law and regulations; that responsibility belongs to the federal government. "The Higher Education Amendments of 1992 destroyed the essential balance of the triad. We are prepared to work with the administration and Congress to correct this error and determine the appropriate responsibilities to be carried out by the federal government, the states, and accrediting agencies," said the NPB statement.

At the same time, the regulations proposed by the Education Department to implement the 1992 amendments to the Higher Education Act, which imposed new requirements on accrediting agencies, appear to go far beyond the intent of Congress, and have stirred up a storm of protest from the entire higher education community.

Difficult days lie ahead as these two opposing camps try to work out a relationship that will ultimately benefit the student. ■

Sources of information for this article include: press releases and materials distributed by the National Policy Board on Higher Education Institutional Accreditation; Higher Education and National Affairs, *the newsletter of the American Council on Education (ACE); the* Federal Register *of January 24, 1994, which contained the proposed rules on recognition of accrediting agencies; and a session on "Accreditation and State Postsecondary Review Entities" at the 1994 ACCT National Legislative Seminar.*

What Should Trustees Do?

According to Billie Stewart, who coordinates the efforts of the National Policy Board on Higher Education Institutional Accreditation, community college trustees should:

- **Stay informed on accreditation issues by watching for announcements in the *ACCT Advisor* and attending briefings at ACCT meetings.**
- **Respond to ACCT "Calls to Action," if needed once the final Department of Education regulations are issued, by communicating with their Members of Congress.**
- **Make sure their institutions review the draft proposals of the National Policy Board task forces when they are circulated for comments.**

British Educational Reforms:

Quality, Accountability, Expansion, and Efficiency

by John Graystone

British Prime Minister, John Major, launching the 1992 reforms in British further education, stated:

> Our objective is simple: it is to encourage all young people to develop to the best of their ability. We want to knock down barriers to opportunity. We want higher standards. We want more choice. In short, our aim is to give every one of Britain's young people the chance to make the most of his or her particular talents and to have the best possible start in life.

To achieve this ambitious objective, national targets have been set for the education and training of young people and adults and a national framework of qualifications established with the aim of achieving equality between academic and vocational qualifications. Further education colleges given a central role are expected to become more efficient, increase their student numbers, and improve the quality of their service to customers.

Further education is the name given in the United Kingdom to post-compulsory (sometimes called post-sixteen) education which is not of degree or postgraduate level. The 550 further education colleges vary in size from small (usually specialist) colleges with only a few hundred full-time equivalent (FTE) students, to a few large general further education colleges with up to about 20,000 full- and part-time day and evening students, averaging about 5,000 FTE students.

The education systems in the four countries of the UK have significant differences. This article focuses on reforms in England and Wales.

Recent Reforms in Further Education

Until the mid-1980s, educational institutions, other than private schools (called misleadingly, public schools!) and universities, were maintained by elected local education authorities (LEAs). Primary, secondary, further, and higher education, as well as adult and continuing education, all came within the warm embrace of the LEA. Those outlining the British educational system to international visitors would describe education as "centrally funded and locally administered" and refer to the "seamless robe of education."

The *Education Reform Act 1988* (ERA) gave governing bodies (equivalent to community college boards of trustees) of maintained further education colleges increased powers over budgets and staffing, and a part to play in determining policies in conjunction with LEAs. LEAs

John Graystone is Head of the International Division, The Staff College, Bristol, England. The Staff College provides a range of management development and training services for senior personnel and governing board members in further and higher education from the UK and around the world.

retained the legal duty to provide adequate further education for their areas. They continued to fund colleges, plan strategically for post-compulsory education, and employ college staff.

The *Further and Higher Education Act 1992* went the extra mile. Since April 1, 1993, further education colleges—and sixth form colleges, which provide primarily full-time academic courses for 16- to 18-year-olds—have been removed from LEA control and "conducted by" independent free-standing corporations, more commonly called governing bodies. Governing bodies employ their staff on conditions of service decided by them and own college buildings and land. They are responsible for their legal, financial, and personnel services. Some adult and non-vocational education, approaching 10 percent of further education, have remained an LEA responsibility.

The Further Education Funding Councils

The Government's market-driven philosophy might have been served not only by making colleges independent but also by putting purchasing decisions completely in the hands of the customer. However, ministers were perhaps mindful of W.B. Yeats' words in *The Second Coming*:

> Things fall apart: the centre
> cannot hold
> Mere anarchy is loosed upon
> the world.

Further education colleges are primarily funded by a Further Education Funding Council for England (FEFC England) and a separate Council for Wales (FEFC Wales). Further education colleges are not allowed to charge tuition fees for full-time students aged 16 to 18, but are encouraged to earn funding from additional sources. The strategy and day-to-day running of colleges are determined by their governing bodies and management. "Under normal circumstances," the councils have little or no direct input to most of the decisions taken by a college. They obtain funds for the new sector in public sector negotiations, allocate these sums, and monitor how funds are used.

The chairs and members of the Funding Councils are appointed by the appropriate Secretary of State. They are bodies corporate, independent from Government, which does not interfere in their decisions. The Government does, however, provide a steer to the work of the councils. One example is the publication of the National Training and Education Targets (NTETS) intended to make Britain's workforce "world class" by setting targets for young people and adults.

Governing Bodies and College Principals

The responsibilities of governing bodies are laid down in Government Regulations. They are:

- the determination of the educational character and mission of the institution and oversight of its activities;
- the effective and efficient use of resources, solvency of the institution and the Corporation, and safeguarding of its assets;
- the approval of annual estimates of income and expenditure;
- the appointment, grading, suspension, dismissal, and determination of the pay and conditions of service of holders of senior posts;
- setting a framework for the pay and conditions of other staff.

Governors serve as individuals, not as "representatives," and are appointed for their individual qualities. The regulations state that governors "shall not be bound in their speaking and voting by mandates given to them by other bodies or persons." They bring an independent voice, scrutinising the executive, giving advice and support to the senior managers, and providing their own experience and expertise for the benefit of the college.

Principals, as chief executives of the corporations, have responsibility for operational matters. Their role may be compared with industry and commerce where the managing director of a company, who effectively runs the business, is answerable to a board of directors, who exercises general oversight of the company's performance and development.

Principals, then, are accountable to the boards which appoint and evaluate them, and determine their pay and conditions. As academic leaders, they determine their college's academic activities. They are responsible for managing the college budget and resources within estimates approved by the governing body, for the management of staff, and for student discipline.

A governing body appoints its own members. Governors are not elected nor are they appointed by the Government. A governing body must be no larger than 20 and no smaller than ten. At least half must be "independent members"—from business, industry, and the professions—totalling no more then 13. One governor must be nominated from a local Training and Enterprise Council (TEC), an area employer-led organisation funded by the Department of Employment (based on the American Private Industry Council). Up to five governors may be coopted on the basis of their individual qualities and experience. No more than two staff and one student may be nominated and elected from their constituents as governors and no more than two members nominated from within the local community. Unlike US public community college presidents, principals have the option to serve as full members of their boards. Their presence is seen as helping the development of a corporate response to the challenges and issues facing the colleges.

Accountability

The existence of Government-appointed Funding Councils and virtually self-appointed governing bodies has led to a

debate as to whom they are accountable. One unkind commentator has described members of bodies such as the Funding Councils as "the unelected in pursuit of the unaccountable." Others have coined the phrase "the new magistracy" to describe the new breed of appointed members. The Government's view is that the transfer of services from elected local government enhances democracy by making public services more accountable to their customers—employers, parents, and students.

At national government level, the appropriate Secretary of State has the power if recommended by the Funding Council to "remove all or any of the members of the governing body of the institution and appoint new members in their places" if satisfied that the "affairs of any institution...have been or are being mismanaged." The Secretary of State is empowered to take "expedient" action when a governing body has "failed to discharge any duty imposed on them."

The financial health of the further education sector is investigated by the National Audit Office (NAO), which has responsibility for scrutinising the use of the Government's entire public expenditure programme. A sample of colleges is visited annually by NAO staff. The NAO is required to present an annual report to the Public Accounts Committee (PAC) of the House of Commons. The PAC comprising elected Members of Parliament has the power to summon the chief officer of the Further Education Funding Council and college principals. As accounting officers to Parliament, the chief executives of the Funding Councils take a close interest in how public money is spent. They are required to ensure that public funds are safeguarded and that value for money is secured.

Each business-led college governing body is responsible for ensuring that funds received from the councils are used in accordance with the Further Education Funding Council-approved financial rules. It ensures that financial planning and other management controls are appropriate to safeguard public funds and there is efficient, economical, and effective management of all the college's resources and expenditure, capital assets, and equipment and staff. The governors must ensure that financial considerations are taken into account at all stages in reaching and carrying out decisions. They are required to set up audit committees and appoint external auditors.

The governing body requires the principal to take personal responsibility, which may not be delegated, for ensuring the proper and effective operation of the governors' financial controls.

Accountability to customers is promoted by John Major's "big idea"—customers' charters to be drawn up by all parts of the public sector. After consultations with students, employers, and other interested parties, the Government's *Charter for Further Education* has been made widely available, setting out the right of students to expect reliable and impartial advice about the choices available, clear and accurate information about courses and how well colleges are performing, and high quality teaching, with independent inspections. Employers have the right to expect information to help recruit suitable employees and to send employees on the right courses. The *Charter* also sets out the right of customers to a fair and effective complaints procedure. Each college will also be expected to produce its own charter.

Expansion and Efficiency

The Government has long believed that there is room for efficiency improvements in colleges. Evidence for this view has come from published figures for 1992/3 showing the wide variation in unit costs per weighted FTE students between English colleges, ranging from £1486 ($2,200) to £4,661 ($6,000). The intention is to bring unit costs closer together nationally, while allowing for flexibility to reflect local circumstances.

The Government has made further education a major priority. Funding is to increase up to 1995/6 as student numbers grow. In his presentation to the Further Education Funding Council annual conference in February 1994, Sir William Stubbs (Funding Council chief officer) confirmed that from 1993/4 to 1996/7 recurrent funding made available to colleges will increase but at a lower rate than student growth. Accounting for inflation, colleges will be expected to make an average annual improvement in efficiency of 1.5 percent—the sting in the tail. In the first year of incorporation, colleges fell short of their growth targets. However, there has been a steady increase in participation rates of young people aged 16 to 18 since the early 1980s and an accelerating growth since 1988. In 1992/3, for example, participation of 16-year-olds in full-time education was 71 percent compared with 52 percent in 1988/9.

To help promote expansion, after wide consultation with the further education sector, a radical funding system for the sector will run from the financial year 1994/5. This new system includes core funding for every college and a student demand-led element. Colleges will be funded on the basis of costs they incur in supporting students through the three key stages of their learning programme—entry, on programme, achievement. Colleges will be rewarded for increasing enrolments, and recognition will be given to students with learning difficulties and or other disabilities.

A significant national report, *Unfinished Business*, examined non-completion of courses in further education. The report calculated that £500 million ($740,000) per year is lost on students who do not achieve their intended qualification aim. The authors recommend an improved method of tracking and monitoring student

attendance and drop-out rates. Under the new funding arrangements, colleges' funds will be reduced when students fail to complete their courses.

Training and Enterprise Councils also provide some funding to colleges. Their concern to link funding to student outcomes has recently led to newspaper reports (as yet unsubstantiated) that some students are being deliberately "passed" to avoid colleges being financially penalised.

Over 70 percent of a typical college's budget is spent on staff costs. Acting through the voluntary Colleges' Employers' Forum (CEF), governors are seeking ways of improving the efficiency of their teaching staff by increasing the working week, abolishing maximum teaching hours, and reducing the amount of annual leave and the length of redundancy notice. This is currently the negotiating battleground between the CEF and recognised trade unions. The Government is "holding back" 2 percent of each college's grant income until "flexible contracts" are put in place.

This new culture and the importance of allowing managers to manage has permeated college life. But colleges exist to provide a learning service and it may be useful to recall the advice of playwright Arthur Miller about "not being seduced into thinking that which is unprofitable is without value."

Quality

The Further Education Funding Councils are responsible for ensuring that colleges have effective quality assessment systems and for the overall provision of quality in the sector. Each council has set up a Quality Assessment Committee (QAC) to advise on the quality of education provided in further education colleges and keep under review methods for assessing quality. The quality of educational provision in each college will in the long term influence the amount of its funding from the councils. Colleges falling below certain standards of quality may be punished financially.

Colleges will be expected to draw up their own internal performance indicators. The Funding Council is drawing up general indicators for the sector as a whole.

The councils have recruited inspectors who assess standards and trends across the further education sector, prepare and publish reports on individual institutions, and provide advice and assistance to institutions. Every college will be reported on in four-year cycles. The first set of reports has recently been published covering governance and management; responsiveness and range of provision; students' recruitment, guidance, and support; teaching and the promotion of learning; students' achievement; quality assurance; and resources. These are rated on a five-point system of grades ranging from one (has many strengths and few weaknesses) to five (has many weaknesses and few strengths). In addition, five inspectors observe classes and rate these. Any area of provision receiving a grade five will be revisited after a short period to ensure that changes have been made.

Many governing bodies now invest a proportion of their college's budget in their own training and development. This budget is spent on annual retreats, updating seminars, and on sending individual governors to conferences.

The Government annually publishes students' results in examinations and vocational qualifications for each further education college. This enables comparisons to be made between colleges.

Effectiveness of Governing Bodies

The effectiveness of governing bodies depends on the degree of common purpose between governors and senior managers; how governors perceive their role; the working relationship between the chair and the principal; the relevance, accuracy, and lucidity of information made available at governing body meetings; and the overall quality of college managers and staff. The governing body may be judged in terms of the success of the college in attracting increased numbers of students, producing satisfied customers, and balancing its budget. More focused performance indicators might include the overall attendance of governors, turnover of governors, and contributions made by governors during meetings and to the life of the college.

Governors are beginning to set their own performance indicators related to the aims and objectives of their colleges and to their own roles and responsibilities. Areas highlighted for improving effectiveness may be used to design a set of performance indicators and annual targets for individual governors and the governing body as a whole. Governors might set themselves, say, five annual targets covering their own operation and achievement and their impact on the college, and assess their achievement system against these at the end of each year on, say, a five-point scale against agreed criteria. The results may be discussed by the whole governing body at an "awayday" or residential session.

Several governing bodies influenced by boards of trustees in the United States

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Community Colleges: Critical Partners in National and Community Service

by Goodwin Liu

We are at a ground-breaking moment in our contemporary history. It is not often that we have an opportunity to galvanize the American people around a cause that is so deeply rooted in our traditions and so vital to the future of this nation. Some of you may have heard the President's speech at the national service bill-signing ceremony last September, in which he predicted that the American people, "if organized, if challenged, if directed, if asked," will stand and answer the call to service. Our charge is to show that his prediction was right.

Let me start by introducing the Corporation for National and Community Service. The Corporation is a new federal agency brought into existence by the National and Community Service Trust Act, which President Clinton signed last year. The organization is a merger of the ACTION agency, which runs the VISTA and older American volunteer programs, and the former Commission on National and Community Service, which administered grants under a 1990 national service law. The Corporation also has a new branch, the National Civilian Community Corps, which is a federally run, residential youth corps that will combine the best traditions of military and civilian service. We are a start-up organization, and we are moving at breakneck speed in implementing the new national service legislation.

The Corporation's newest efforts are the grant programs. These are built upon a philosophy of partnership between the Corporation and all of you—the States, nonprofits, and institutions of higher education. In this partnership, the Corporation will set standards for high quality, establish national priorities to align our efforts, and provide the funding and technical assistance you need. All of you—our partners—will identify needs in your communities, design the appropriate, creative solutions, and implement effective programs. These are the roles we envision in this partnership. We want to link our national leadership with your local expertise. We want to combine flexibility with accountability. We want to "steer more" while "rowing less." At the Corporation, we are serious about the idea of "reinventing government." We are trying hard to be a public corporation that is efficient, responsive, effective, and accountable to the taxpayers, to the Congress, to the programs we fund, and ultimately to the communities we are trying to improve.

The centerpiece of our grant-making efforts is the national service program, called AmeriCorps. The general design of AmeriCorps programs is simple. Participants will make a substantial commitment to service, and in exchange they will

Goodwin Liu is the senior program officer for higher education at the Corporation for National and Community Service. This article is adapted from a speech at the ACCT National Legislative Seminar, February 28, 1994.

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receive an educational award of up to $4,725 to help pay for the cost of college. It embraces the age-old idea of linking responsibilities and rewards, obligations and opportunities. In the words of John Gardner, "Liberty and duty. Freedom and obligation. That's the deal."

This year the Corporation will award over $150 million and 20,000 educational awards to public agencies, nonprofits, institutions of higher education, and other eligible entities that create high-quality national service programs. Two-thirds of these funds will go to local programs through State Commissions on National and Community Service that are being formed in every state. The State Commissions will play a central role in our effort. Not only will they distribute the majority of AmeriCorps funds; they also will develop strategic plans for promoting national service within their states. Try calling your governor's office in order to contact your State Commission.

All the AmeriCorps programs we fund will be locally driven. But they also will contribute to three common impacts. First, all programs will "get things done." We made that our tag line because we want programs, first and foremost, to make direct and demonstrable impacts in the national priorities we've established in the areas of education, public safety, human needs, and the environment. Second, we want all programs to strengthen communities by bringing together diverse institutions and individuals into productive relationships that contribute to community problem-solving. This reflects one of the President's most fundamental beliefs about service—that it can be a common ground on which people can come together, affirm common values, and achieve a common purpose. Finally, all programs must develop the participants. We want participants to develop the motivation and skills they will need to commit themselves to a life of active, productive citizenship. Thirty years from now, we want the nation to hold AmeriCorps participants in the same high esteem as we now hold members of the Peace Corps.

Getting things done, strengthening communities, developing participants, that's our vision for AmeriCorps.

Having described the basics, I want to give you a better sense of why the Corporation sees community colleges as such critical partners in our efforts. College students across the country have been engaged in community service for many years. Indeed, during the past decade we have seen a resurgence of grassroots activity that helped catapult the issue of service onto the national agenda. Now we are asking institutions of higher education and their students to continue their leadership and involvement.

One reason why we are inviting community colleges to participate is that we want national service participants, including those who are college students, to reflect the diversity of America. And, we want the array of colleges involved to reflect the diversity of American higher education. Community colleges account for roughly half of the nation's institutions of higher education and an even greater percentage of the students who go to college. This population of students reflects the changing demographics of the nation's student body. As you are well aware, students with families, part-time students, students of various racial and ethnic minority groups, students who commute, and older, returning students are attending college in increasing proportions. This reality challenges us to stretch our creativity in structuring programs that enable all students to serve. Quite a challenge—but also quite an opportunity, for these students come to college with a wealth of "real world" experiences under their belts. They often come from the local community, they know the problems that exist, and they are motivated to address those problems. Simply put, community college students are some of the best resources we have for community problem-solving. And community colleges have the potential to create some of the most effective service programs in the country.

Another reason why we are encouraging community colleges to participate is quite simple: Incorporating service into the education and experiences of college students makes a great deal of sense. Of course, community service is a way to engage students in helping to meet community needs. But it also can be a vehicle for learning and growth. In fact, when community service programs occur within a strong educational framework, they are more likely to maximize their potential to affect positively both the communities and the participants involved.

I want to emphasize the importance of making deliberate efforts to link service with education. I want to make this point by sharing with you the often-told story of the college student who works at a soup kitchen for several months. She becomes a valued volunteer, and she helps hundreds of people who are homeless or hungry. At the end of her experience, she tells her supervisor, "You know, I had such a wonderful time working in the soup kitchen that I hope my kids and grandkids have a chance to do this someday!"

Clearly, one reason for encouraging students to do community service is to give them an opportunity not only to help people in need, but also to understand—and someday to remedy—the root causes of the problems they address through direct service. This simple anecdote powerfully illustrates why it is important for programs to integrate a structured educational component with the service activity, so that students can reflect critically on and learn from their experiences. This learning component is important not only for the students who do community service. It is also important for those of you working to institutionalize service in an educational setting. Service will not help students to understand our society and their role in it.

and service will not become institutionalized in higher education, until we make deliberate efforts to tap its educational potential.

Integrating service with academic curricula is one very powerful way to structure service experiences so that they simultaneously meet community needs and contribute to student learning. Let me offer some examples. If you are teaching students how to write, why not ask them to write not only for a grade, but also for a real audience? If you want them to understand the limitations of certain kinds of rhetoric, or the challenges in communicating an idea to the public, or the sensitivity of different audiences to diction and syntax, then students need opportunities to go beyond "The Essay"; to write in real contexts where the writing matters. Successful models have engaged students in writing newsletter articles for local nonprofits, in writing grant proposals for CBOs, in writing brochures for museums, in meeting a variety of other community needs for good writing. These activities can introduce students to the power, the difficulty, and the relevance of writing well.

If you are teaching students about social policy related to poverty, welfare, or homelessness, doesn't it make sense for students to know not only the levers of policy and economics, but also the root causes that precipitate poverty and homelessness in the richest nation on earth? Without an understanding of how policy affects individuals—from the perspective of those individuals—students are left to rely on textbook analyses of why some policies fail while others succeed, never grasping the human dimension of statistics and reports, never having an opportunity to test their preconceptions against reality, never informing their hypotheses with first-hand observations.

I'll give you one more example from my own field, philosophy. Even in this most classical discipline, service can be a vehicle for learning. Simple soup-kitchen service can raise some of the most excruciating moral and political issues. What if the soup runs out? What theory of distributive justice will the student use to allocate scarce resources in situations that matter more than a grade? Such circumstances are real; they are not contrived hypotheticals. And they can motivate and inform students in their moral reasoning in ways that reading the works of Kant, Hume, Mill, Rawls, and Walzer cannot.

I hope these examples begin to give you a sense of the learning objectives that service-learning can support. I should add that service-learning is aligned with another set of educational objectives that distinguishes it from other forms of experiential learning and that is equally important to the mission of higher education, and that is the broader aim of preparing students to be citizens and leaders in a 21st century democracy. A thriving democracy will require leadership that is developed not only through specialized training in the professions and disciplines. More importantly, it will require leadership developed through education that fosters real capacities to work in complex communities, to recognize diversity and use it as a resource in problem-solving, to negotiate relationships of power and inequity. We need leaders who are prepared to build community and work for the common good. Linking service with education can help.

I am sure that many of these themes resonate with all of you who are deeply committed to the purpose of community colleges. The notion of service taps into the civic dimension of the educational mission on which the nation's colleges and universities were founded. A commitment to service can renew and revitalize the mission of preparing students not only to pursue "the American dream" (i.e., material wealth), but also to preserve and shape our democratic civic culture.

There is a critical and fragile interdependence between education and democracy. Our nation's founders, notably Jefferson, recognized this connection, and today we are presented with an opportunity to strengthen it. The Corporation is turning to you for leadership in reminding all of the higher education community that colleges and universities have a civic dimension to their educational mission. This is something that you have long known and put into practice. Thirty years ago, community colleges made near-universal access to higher education a reality for students of all ages and backgrounds. In this young history there is a strong tradition of commitment to the community. Since your institutions were grown from the community, for the community, they help make the point that "community" does not refer simply to the homeless, the hungry, and the poor—to whom and for whom service is done. "Community" need not be defined in opposition to "campus." Indeed, the two are, or ought to be, one entity engaged in a mutual, ongoing enterprise of self-sustenance, advancement, and achievement of group purpose.

The involvement of community colleges in national service is a natural extension of institutional mission. Your institutions model the civic character that they seek to develop in their students through the educational process. It is for this reason that we ask community colleges to join us in our effort to "get things done" in communities across America. You are setting a first-rate example of what it means to be an educational institution inspired by civic purpose. You are showing us how the mission, welfare, and fate of the college and the community are integrated and unitary. And you are giving us an excellent point of reference as we call on your peers in higher education for participation, support, and leadership. ■

British Columbia Association Develops Code of Ethics

The Advanced Education Council of British Columbia (AECBC) has recently approved ethics statements which may prove to be among the first codes of conduct developed for a state or province community college organization.

The statement entitled "Code of Ethics for Joint Council Members," addresses the conduct of presidents and governing board members who represent their institutions on the Joint Council.

The other statement, entitled "Advanced Education Council of British Columbia Member Institutions' Code of Ethics," addresses the conduct of AECBC member institutions with respect to other member institutions and the organization.

In developing the statement for Joint Council members, the Leadership Development Committee benefited from reviewing similar statements developed by other institutions, including samples obtained from ACCT.

For further information, contact Gerry Della Mattia, executive director, Advanced Education Council of British Columbia, (604) 688-3571.

Code of Ethics for Joint Council Members of the Advanced Education Council of BC

Ethics may be described as the rules or standards governing the conduct of members of an organization. Such a code of conduct incorporates the values commonly associated with ethical behaviour, including the following principles: honesty, integrity, promise-keeping, fidelity, fairness, caring, respect, citizenship, excellence, accountability, and protection of the public trust.

In order to be effective members of the AECBC Joint Council, we subscribe to the following principles:

Joint Council Members' Obligations

An individual seeking appointment and or election to the Joint Council, or seeking to become an AECBC committee member, must consider the following:

- Ability to attend meetings and prepare for them;
- Commitment to participate actively in decision making at the meetings of the Joint Council and at committee meetings, where appropriate;
- Commitment to the mission, purpose, and goals of the AECBC;
- Commitment to identify and avoid areas of potential conflict of interest, both real and perceived.

Joint Council Members' Responsibilities

As a representative of an AECBC member institution, a Council member shall:

- Maintain confidentiality of privileged information;
- Support and, when necessary, clarify or explain the positions on issues approved by the Council;
- Agree that the President or his/her designate serves as official spokesperson for the Council and that Council members will not represent themselves as speaking for the Council;
- Refrain from acting in his or her own self interest to influence decisions concerning programs, positions, purchases or services of the Council;
- Recognize that a Council member's primary duty is to represent the entire organization, understanding that there may be an obligation, on occasion, to represent the particular needs of his or her community college, institute, or agency;
- Support AECBC provincial and regional activities by regular attendance and participation at seminars and conferences, and by promoting these activities to the member institution;
- When required, assist committee chairs and board chairs to fulfill their responsibilities;
- Work harmoniously with other Council members, regardless of differences of opinion, to encourage productive dialogue and to share information in open discussion;
- Refrain from making demands on staff without prior agreement from the Executive Director;
- Be scrupulous in requesting only authorized and legitimate reimbursement of expenses;
- Communicate to the member institution, regularly and in an effective manner, the ongoing concerns and activities of the AECBC;
- Bring forward to the AECBC any institutional concern which may have implications for the postsecondary system as a whole or for a number of different member institutions.

Approved by Joint Council,
November, 1993

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Advanced Education Council of British Columbia Member Institutions' Code of Ethics

Ethics may be described as the rules or standards governing the conduct of members of an organization.

Institutions having full membership in the Advanced Education Council of British Columbia, to the best of their ability, agree to:

- Adhere to the Bylaws of the Council.
- Promote the mission and goals of the AECBC within the member institution and, as appropriate, when dealing with other groups or individuals.
- Work in cooperation with other member institutions, respecting their autonomy, their differing mandates, and their differing needs.
- Seek to promote the interests of the member institution in a manner which does not denigrate the work of other AECBC member institutions.
- Seek mutually agreeable solutions in areas of potential conflict between or among members.
- Work in cooperation with the Advanced Education Council staff.
- Appoint, to the Council of Governors, a Governor [board member] who will regularly attend meetings of the Council of Governors and of the Joint Council; and who will respect the AECBC Joint Council Code of Ethics.
- Ensure that the institution's Chief Executive Officer attend the meetings of the Council of Chief Executive Officers, and of the Joint Council regularly, and offer similar support to any institutional representatives who serve on AECBC committees.
- Ensure and support active participation by the Chief Executive Officer and/or the appointed Governor, if he/she is elected to the AECBC Executive.
- Give adequate consideration at institutional board meetings to issues on which the AECBC has solicited the opinions of member institutions.
- Bring to the attention of the AECBC, through the Chief Executive Officer or the appointed Governor to the Council of Governors, concerns which may have implications for the Council or its members.
- Respect the needs of the Council for prompt payment of annual dues and the provision of adequate notice in the case of proposed withdrawal from the Council. ■

Approved by Joint Council, February, 1994

BRITISH EDUCATIONAL REFORMS

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have drawn up codes of conduct for the behaviour of individual board members and codes of best practice covering the board as a whole. The Wirral Metropolitan College's published code of best practice for board members, for example, emphasises its key values of openness and integrity and describes the college's mission, the roles and responsibilities of board members, the selection and retention of board members, and the board's operation and effectiveness. Its code of ethics seeks to clarify the responsibilities of individual board members.

Many governing bodies now invest a proportion of their college's budget in their own training and development. This budget is spent on annual retreats, updating seminars, and on sending individual governors to conferences.

Conclusion

Some educational commentators see the further education system as centralised and undemocratic; others say that the reforms have freed institutions from bureaucratic reforms and exposed them to customers—the educational marketplace. Some see the system as unnecessarily secretive, citing as evidence that college strategic plans are confidential and the public is excluded from meetings of the Funding Councils and of governing bodies; others state that colleges are now more open to rigorous public scrutiny.

Colleges in clutching the rose of their new found freedom—and "freedom has a thousand charms"—are also grasping the thorns of detailed regulations and external scrutiny. There have already been casualties among senior management in some colleges. College quality is closely monitored by teams of inspectors. Colleges are expected to increase student numbers and make efficiency savings. And they can go out of business. No wonder that more than one principal has quoted the adage about "not confusing independence with freedom."

Generally colleges have responded well to the new challenges and many senior managers are relishing their increased responsibilities. Principals may share the view that nothing is as powerful as an idea—incorporation—whose idea has come. They welcome being part of a national system and the higher profile given to the sector.

John Major's close involvement in the launch of the reforms (prime ministers don't as a rule show much interest in post-compulsory education) underlines the key importance placed on the reforms by the Government. Governors and college managers now have no one to blame if they fail to meet the new challenges set by the Government. If they succeed, it will be through their own efforts and they will rightfully receive the praise due to them. To misquote a well-known American President, "The buck stops with the college governors and managers, not the Government, not the Funding Councils." ■

FINANCIAL AND BUSINESS POLICIES

Georgia Lottery for Education Provides HOPE

All students enrolled in diploma or certificate programs and many enrolled in degree programs at Georgia's technical institutes, public colleges, and public universities now attend tuition free thanks to Governor Zell Miller's Helping Outstanding Pupils Educationally (HOPE) Program funded by the Georgia Lottery for Education. Degree students must meet certain qualifications.

The governor studied other states' methods of financing education through lottery income before developing Georgia's unique scholarship program.

The Georgia General Assembly enacted HOPE in 1993 to cover two years of college tuition. At the urging of the governor, in early 1994 the General Assembly voted to expand the program to cover four years of tuition, and also to include mandatory fees and books. HOPE is a multifaceted program with the unifying theme of providing improved access to postsecondary education.

New in fall 1993, the program results are better than anticipated: HOPE helped 46,000 Georgians attend college in the 1993–94 fall and winter quarters.

HOPE provides:

For Degree Students at Public Institutions

- Georgia residents who graduate from high school with a 3.0 cumulative grade point average (GPA) in the college preparatory curriculum (or 3.2 in other curriculum tracks) and whose parental income is less than $100,000 per year, will receive as college freshmen a grant that covers tuition, fees, and books for degree program enrollment at a Georgia public technical institute or college/university that is not covered by Pell or other federal grants. Students are eligible for the first-year grant until they have enrolled for and attempted a total of 45 credit hours.
- At the end of their freshman, sophomore, and junior classification, students who have a 3.0 GPA and whose parental income is less than $100,000 per year, will receive grants for tuition, fees, and books that are not covered by Pell or other federal grants for their sophomore, junior, or senior classification.

For Diploma and Certificate Students at Public Institutions

- Students seeking a diploma or certificate at a Georgia technical institute or college/university will have the cost of tuition, fees, and books covered that is not covered by Pell or other federal grants.

For Degree Students at Private Colleges and Universities

- Georgia residents classified as freshman, sophomores, juniors, or seniors at Georgia private, nonprofit colleges/universities will receive an increase of $500 (from $1,500 to $2,000) in their Tuition Equalization Grant.

For Students Who Complete a GED

- Students who earn a GED high school diploma will receive a $500 voucher that can be applied toward the cost of education at a Georgia public technical institute or at a public or private college/university.

For further information about Georgia's HOPE Program and how it operates, contact the state scholarship office, (404) 414-3197.

CALENDAR

Trustee Education Opportunities
June–September 1994

June

10–12

ACCT Central/Northeast Region Seminar
Philadelphia, PA

16–18

Illinois Community College
Trustees Association
Springfield, IL

July

17–20

League for Innovation Leadership 2000
San Diego, CA

21–23

Michigan Community College Association
Traverse City, MI

22–23

Wisconsin VTAE District Boards Association
Wausau, WI

August

11–13

Iowa Association of Community
College Trustees
Waterloo, IA

September

8

New Mexico Council of Independent
Community Colleges
Roswell, NM

12

Trustees Association of Community and
Technical Colleges of Washington State—
Fall Conference
Seattle-Takoma, WA

23–25

ABC Annual Fall Conference
Niagara Falls, NY

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Department of Education
Washington, D.C.
(invited)

Alfredo G. de los Santos Jr.
Vice Chancellor for Educational Development
Maricopa Community Colleges
Phoenix, Arizona
"Total Quality Management and Diversity"
(invited)

Margaret Sprague
Equal Employment Opportunity/ Affirmative Action Officer
Pima County Community College District
Tucson, Arizona
"Yes Is Better Than No"

Augustine P. Gallego
Chancellor
San Diego Community College District
San Diego, California
and a panel of experts
Expanding Leadership Diversity in Community Colleges: How Far Have We Come, and How Far Do We Have to Go?"

Michael R. White
Mayor
Cleveland, Ohio
"When Elephants Learn to Dance: Community Collaborations"

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"Community Colleges: Did We Promise Too Much?"

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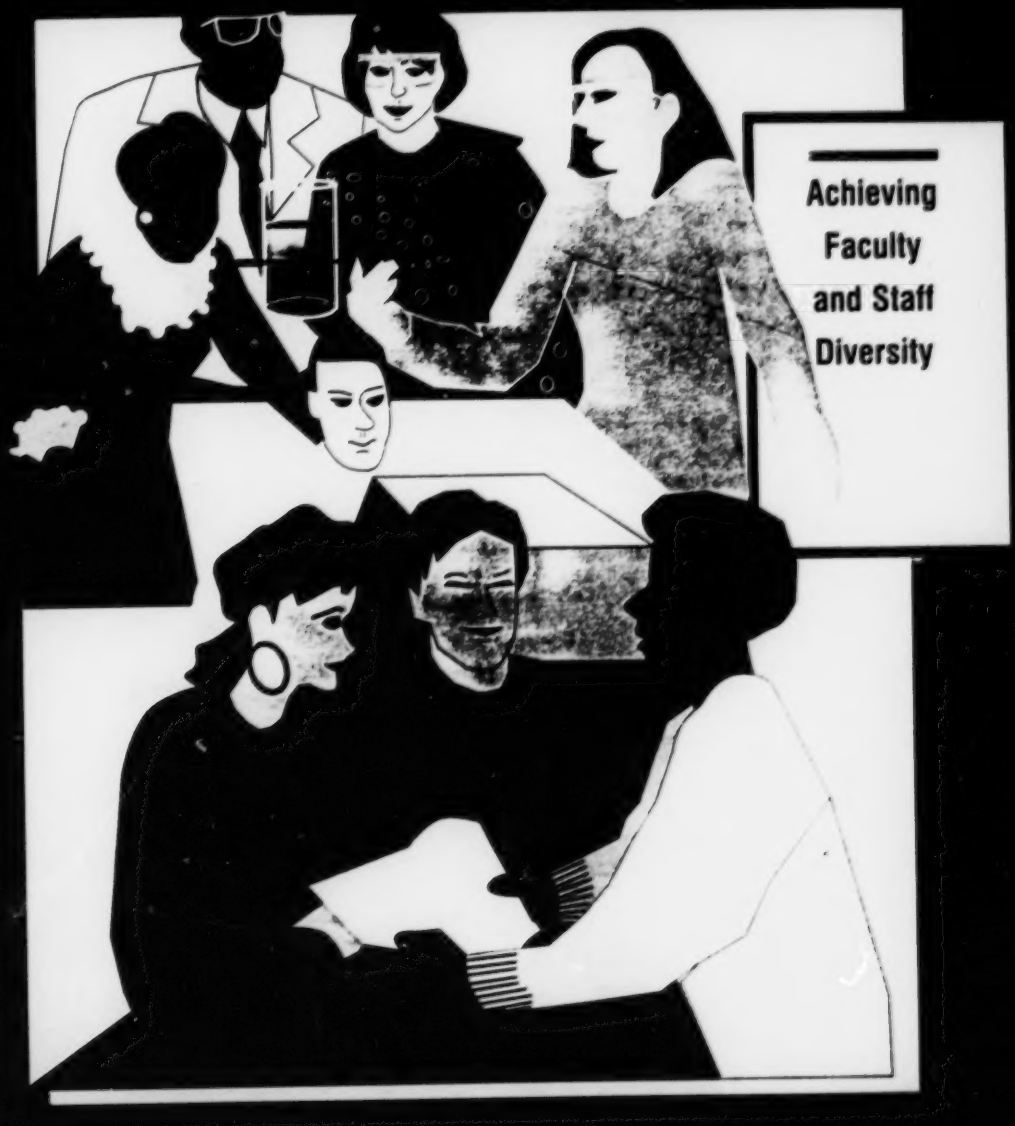

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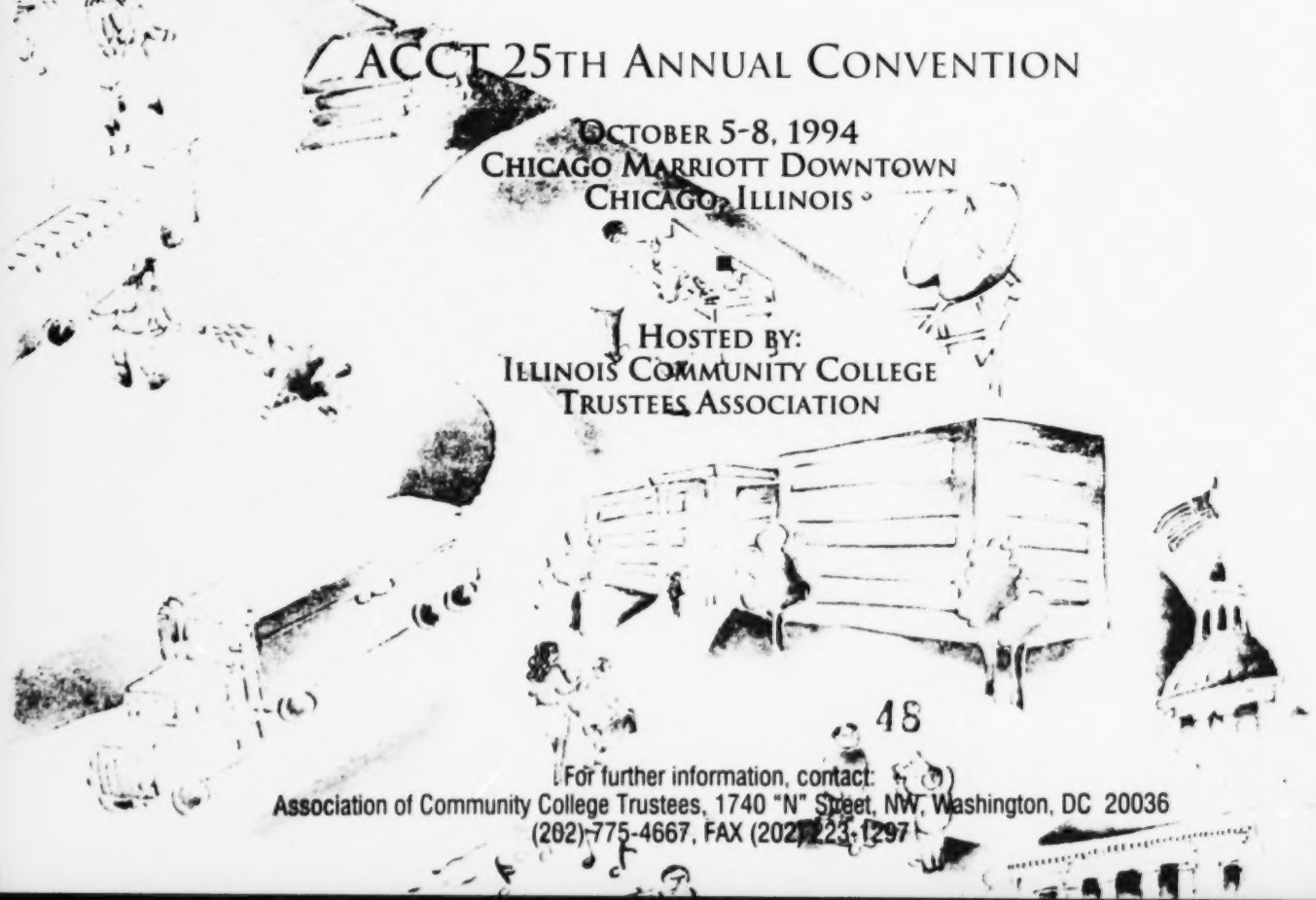

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Opinions expressed are those of the authors and not necessarily those of ACCT.

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SUMMER 1994

TRUSTEE QUARTERLY

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Achieving Faculty and Staff Diversity

Dallas Finds Multilevel Approach Key to Success

by Norma Kent

Of the many critical issues facing college governing boards today, perhaps none is more challenging than the effort to attain and sustain diversity among faculty and staff. How successfully trustees deal with the issue cuts to the heart of the community college mission of providing open and equal access to all students.

In the seven-college Dallas Community College District, board members are tackling the diversity issue on multiple levels, integrating programs for recruitment and hiring of personnel, recruitment and retention of students, community outreach, and purchasing into a cohesive, overall policy.

A Diversity Agenda

The diversity effort starts at the top. More than four years ago, board members invested several consecutive days of their time, supported by many hours of staff backgrounding, to develop what they call their "Strategic Agenda." In a few succinct paragraphs, the agenda gives the "big picture" in key areas of board policy—including what trustees expect in terms of diversity.

". . . the ethnic composition of the District should mirror the constituents it serves."

According to point three of the agenda ". . . the ethnic composition of the District should mirror the constituents it serves." In other words, in terms of ethnicity, student enrollment should reflect the 18-plus population in Dallas County; faculty and staff should reflect the county's adult workforce; and trustee districts should afford opportunity for the election of ethnic minority candidates.

Inherent in the policy statement is the assumption that to effectively attract and serve students of diverse ethnic and racial backgrounds, the district must provide adequate role models, in and out of the classroom; thus the hiring process becomes key to all other efforts. Consequently, Dallas trustees have given the hir-

Norma Kent serves in media relations for the Public Information Office and as assistant to the chancellor for board relations in the Dallas County Community College District.

ing of minority personnel particular emphasis through a series of innovative strategies.

The effort has paid off. In four years, the new-hire rate for minority faculty and administrators—the two employee groups most in need of improvement—has climbed to 40 percent, including the addition of two minority and two women presidents.

Walking the Talk

Dallas board members do more than talk diversity; they have instituted a series of measures to put "teeth" into policy. New employee positions, as well as businesses selected to receive bids both of which come before them for monthly approval-are identified by ethnicity and gender as part of the review process.

Human resources staff also prepare monthly status reports on minority hiring which are presented to board members for ongoing tracking and documentation.

Other efforts have centered around creating more hiring opportunities. In order to help diversify faculty, the district has implemented in two phases an early retirement incentive program which allows instructors with ten or more years of service to retire at age 55 and receive retirement pay plus an incentive for years of service. To date, 59 senior faculty have taken advantage of the so-called "golden-handshake," creating new hiring opportunities plus considerable cost savings as long-tenured faculty are replaced.

A second strategy involved a revamp of the district's hiring process, putting faculty hiring on an annual basis with a common timeline for all colleges. Search committees are required for all contractual positions and must be diverse according to gender and ethnicity. Search committees are convened prior to the publishing of notices of vacancy, and college CEOs are held accountable for the diversity of the groups.

In addition, board members have approved a series of other diversity initiatives, including:

- Establishment of an ongoing minority vitae bank;
- Creation of a "grow your own" joint venture with area universities to offer Dallas County Community College District employment to minority faculty while they attend graduate schools;
- Stated requirement that all faculty applicants show "demonstrated ability and experience working with diverse populations;"
- Collaborative projects with outside organizations to prepare mid-level, minority managers for senior-level leadership positions;
- Installation of a free, 1-800 jobline for out-of-state applicants.

Dallas board members do more than talk diversity; they have instituted a series of measures to put "teeth" into policy.

Diversity from the Inside Out

In line with expressed board policy, the Dallas County Community College District has adopted the philosophy that diversity begins at home. Multicultural committees have been established at all district locations, and employees involved in the hiring process must complete in-depth training sessions to assure successful follow-through related to new hiring policies. Minority faculty and staff are encouraged to communicate information regarding district vacancies to potential minority applicants and to suggest names of such applicants for future employment.

At the same time, district administration supports the activities of minority employee groups such as a Hispanic concillo and an African American staff association. Both groups sponsor a variety of minority staff development and community outreach activities—from art shows, to guest speakers, to volleyball tournaments.

Nurturing Grass Roots

While reinforcing its internal network, the district has made concerted efforts to open lines of communication with external minority groups. Last year, administrators organized a series of focus groups, including both Dallas staff and minority representatives from the community, to "take a pulse" on how the district was perceived. Participants provided insights and suggestions on topics from recruiting minority applicants, to a review of hiring procedures, to marketing to minority audiences.

To further encourage community dialogue, Dallas Chancellor Bill Wenrich this year formed a community advisory board to act as a sounding board on minority concerns and to assist the district in its search for minority candidates for administrative and faculty positions. The 20-member group comprises representatives from the Hispanic, African American, Asian, and Native American communities and meets quarterly with the chancellor and key staff.

On various levels, activities of minority chambers of commerce and other community organizations receive Dallas support in the form of sponsorships at banquets and contribution of student scholarships awarded by the groups. Regionally and nationally, the district maintains ongoing memberships in professional organizations of minority educators and has increased its presence in annual conferences of such groups, as well as in minority-oriented job fairs.

Sending a Clear Message

Although district marketing is targeted primarily to existing and potential students, the approach taken by the district's public information office serves a dual purpose. Radio, television and print advertising is produced in both Spanish and English versions and is placed in bilingual media, not only to encourage minority enrollment, but also to foster a climate of multiculturalism. As part of overall media strategy, Chancellor Wenrich, who is fluent in Spanish, as well as a number of minority staff and trustees, are regular guests on Spanish language talk shows and other community programming.

To keep its profile high with targeted audiences, the district is a frequent supporter of activities in minority communities, such as the annual Cinco de Mayo Festival and Black History Month events, and in recent years has sponsored on-campus activities such as a district-wide Hispanic Family Day, which attracts parents and students of all ages.

The marketing mix sends a clear message to parents and community leaders that diversity is active, nurtured, and valued.

The Buck Starts Here

Educators acknowledge there is no single, and certainly no easy, answer to creating diversity on community college campuses. It requires the development of multiple and integrated strategies which must be continually reevaluated and reinforced.

But it can be achieved, and the issue is critical to what community colleges are about and how well they continue to serve their demographically changing communities. As the Dallas experience indicates, first comes the commitment—and it starts at the top. ■

Dallas County Community College District
STRATEGIC AGENDA

Summary Purpose Statement

The purpose of the Dallas County Community College District is to equip students for successful living and responsible citizenship in a rapidly changing local, national, and world community. We do this by providing accessible, accredited, affordable, cost-effective, quality educational opportunities for development of intellectual skills, job skills, personal growth, and/or transfer to a baccalaureate program. In fulfilling our purpose, we further cultural, economic, and workforce development in the communities we serve.

In support of the purpose statement outlined above, the Board of Trustees has reviewed major strategic decision areas and has set the following strategic guidelines for the Dallas County Community College District for the remainder of the 20th century.

3. ETHNIC DIVERSITY: It is the intent of the Board that the ethnic composition of the District should mirror the constituents it serves. Trustee districts should afford opportunity for ethnic minority candidates. Student enrollment should reflect the ethnicity of the client population 18 years old and above in Dallas County. It is the intent of the District that DCCCD faculty and staff ethnicity reflect the ethnic composition of the adult workforce of Dallas County taking into account the availability of qualified persons in the relevant job market. Contract employment of faculty and administrators should follow an open search procedure which solicits the best available candidates for the position.

—Board approved April 5, 1994

Sinclair Grows Its Own Minority Faculty

by Gary Honnert
Director of Public Information, Sinclair Community College

As an urban institution located in the heart of downtown Dayton, Ohio, Sinclair Community College had used an aggressive outreach to attract and retain African American faculty. Over the years, however, it hadn't achieved the college's ambitious goals.

But the future is looking brighter since the college has begun a professional baseball-like "farm system" to grow its own pool of minority talent.

About five years ago, Sinclair's Minority Faculty Recruitment Task Force participated in an Ohio State University program involving the employment of minority graduates. It was concluded that the college could take a bold step forward by recognizing that minorities with baccalaureate degrees could contribute to the academic and cultural environment of the Sinclair campus.

Sinclair's trustees and administrators recognized that even though the individuals recruited lacked a master's degree, or appropriate credentials for community college teaching, there was evidence to believe that, given special support, they could grow and succeed at Sinclair.

"Frankly, we recognized that Sinclair needed to do a better job of recruiting and training African American faculty. The college's track record for attracting minority talent was typical of similar urban institutions, but not good enough for what Sinclair stands for," said Ponnie Kendell, Sinclair board member and chairperson of its Personnel and Curriculum Committee.

What has evolved is Sinclair's unique "Grow Our Own" program, which has the following elements:

- Minority faculty with baccalaureate degrees are recruited and hired.
- The faculty are granted the rank of instructor and paid the minimum salary for that rank.
- All participants are expected to complete a master's degree, or a prescribed course of study, within three years of the initial date of employment.
- Sinclair's tuition reimbursement program is utilized to fund instructional and general fees to enroll in courses at other colleges.

Each recruit is expected to teach, counsel, or support a laboratory, depending upon the needs of the department or division. These responsibilities involve 75 percent of a full load, while the other 25 percent is set aside for the individual to pursue a master's degree or prescribed course of study. No overload is permitted during the college year.

A mentor is assigned to each faculty member employed for a three-year period and is paid consistent with the college's mentoring pay plan.

Upon completion of the three-year program, faculty members are:

- Eligible to apply for promotion to the rank of assistant professor as are other eligible faculty,
- Continued at the rank of instructor, or
- Discontinued if the degree or study is not completed or performance at the college is not proficient.

Is the program working?

"As we near the end of year three of the 'Grow Our Own' program at Sinclair, the long-term benefits seem certain," said Sinclair President David H. Ponitz. "There is real evidence that the program will have lasting, positive effects."

In fact, a recent report to Sinclair's board indicates that 10 of the 12 persons entering the program in the last three years remain at Sinclair. One individual completed her studies but she and another participant had to leave the program due to marriage and relocation.

All of the participants have been judged to be making substantial contributions to Sinclair through their teaching and other services. And all are making satisfactory progress in completing their graduate degrees.

The participants are employed in the mathematics, economics, nursing, developmental studies, computer information systems, biology, accounting, history, and applied areas departments.

Kevin Goins, a participant in the "Grow Our Own" program, says he got involved with the program because he viewed it as an excellent vehicle to get into teaching at the higher education level.

"My division has been extremely supportive and I've learned a lot through my opportunities in the classroom," said Goins. "It was an adjustment at first, coming out of the corporate world, but I enjoy the amount of autonomy and creativity that college teaching affords me."

ACCT Minority Affairs Committee Sets Goal of Better Communications

The ACCT Minority Affairs Committee has set as its primary goal for 1994 better communications with ACCT members. As the group responsible for bringing the interests and concerns of the membership regarding minority and diversity issues to the ACCT Board of Directors, committee members felt that they were not receiving enough grassroots information and that the membership was not aware of their purpose or how to communicate with them.

As part of this effort, trustees are encouraged to contact their regional representatives on the ACCT Minority Affairs Committee, who were elected at the 1994 Regional Seminars (see list on page 8), with their suggestions and concerns. These issues will then be communicated to the ACCT Board through the Minority Affairs Committee Chair, who serves on the board.

Suggestions and ideas are also gathered and discussed at several meetings held throughout the year in conjunction with ACCT meetings.

The ACCT Minority Affairs Committee is composed of one member and one alternate from each region, elected at the minority affairs business meeting at each regional seminar. Committee members elect from among themselves a chair and vice chair. This election takes place at the annual convention. The chair is appointed to serve on the ACCT Board. The chair of the Minority Affairs Committee serves on the ACCT Convention Advisory Committee and regional representatives serve on their respective regional seminar advisory committees.

The 1993 Minority Affairs Committee accomplished its major objectives: drawing up a mission statement, goals, and objectives, and approving an ACCT Public Policy Statement on Multicultural Education. Both were adopted by the ACCT Board at its meeting on October 3, 1993.

A highlight of the committee meeting at the 1994 ACCT National Legislative Seminar was the presentation of a paper on the history of the committee by Lois Carson, trustee of San Bernardino Community College District in California, who has played an active role from the beginning.

First organized in 1977 as the Minority Affairs Assembly, the group became a committee of the ACCT Board of Directors in 1986. Since its founding, a major purpose has been to increase minority involvement in the planning and governance activities of

ACCT Public Policy Statement

Multicultural Education

The Association of Community College Trustees should promote equality of educational opportunity for every individual, regardless of race, sex, religion, language, socioeconomic status, ethnic background, physical or mental condition, marital status, or sexual preference. Furthermore, ACCT should provide assistance to the efforts to foster in all subject areas, curriculum modification, implementation of practices, and utilization of instructional materials which will provide learners of community colleges a basis for understanding and appreciating the contribution of both females and males, racial and ethnic groups in our society.

Approved by ACCT Board of Directors October 1993

the association and to recommend trustee education programs and articles on issues of concern to minorities and that would raise the awareness of non-minorities.

In 1983 and 1984, the Minority Affairs Assembly researched the issue of transfer of minority students from two-year to four-year institutions and launched a pioneering Minority Transfer Program under the leadership of Lois Carson and Jacqueline Holland, trustee of Rockland Community College in New York, whose institutions piloted the program.

Each year, increasing numbers of minorities were active in ACCT, attending conferences and serving on the ACCT Board and various committees. Three ACCT Presidents have been minorities.

A major initiative of the Minority Affairs Committee was the Charles Kennedy Memorial and Equity Award. Kennedy, a trustee of Joliet Junior College in Illinois, was a founder of the Minority Affairs Assembly and an inspiration to other trustees throughout his years as an active member of ACCT.

The two-part recommendation called for a likeness of Dr. Kennedy to be placed in an appropriate place at Joliet Junior College and an equity award to be given each year to a college or district for significant achievement in affirmative action. The first Equity Award was conferred at the ACCT Annual Convention in October 1991, and the Memorial was unveiled at Joliet in April 1992.

To sum up, Lois Carson said, "The Minority Affairs Committee served ACCT by studying special issues and recommending action to ACCT. It remained faithful to its mission of involvement in the affairs of ACCT and raised issues that would raise consciousness. Ideally, there will come a time when there will be no need for the Minority Affairs Committee, because the board of directors will have reached a level of awareness that precludes the conditions that existed in 1977."

Continued on page 8

ACCT Minority Affairs Committee

MISSION STATEMENT

The mission of the Minority Affairs Committee is to insure leadership for the involvement of historically underrepresented diverse populations within the planning and governance activities of the Association of Community College Trustees (ACCT); to promote community colleges; and to develop and facilitate the processes utilized for the inclusion of diverse populations in student enrollment and retention, curriculum planning, and faculty, staff, and administrative hirings and promotions.

GOALS

The Minority Affairs Committee seeks to achieve a diverse work place, diverse trustee leadership at the local, regional, and national levels, and the education of all populations.

OBJECTIVES

Leadership and Coordination

Develop and support educational excellence through innovation and example, promote leadership to prepare for the future by anticipating the changing needs of our organization and our communities.

Promote intra-ACCT teamwork and communications to accomplish the Minority Affairs Committee's and ACCT's goals and objectives as well as continuing a linkage with the AACC Minority Councils.

Diversity

Promote respect and acceptance of diverse individuals; regardless of ethnicity, gender, disabilities, or social and economic status. Promote and assist in the recruitment and development of a diverse population among both students, faculty, and staff within the postsecondary education community.

Promote global awareness and educational and instructional opportunity for underrepresented populations.

Approved by ACCT Board of Directors
October 1993

At a ceremony at Joliet Junior College in Illinois in April 1992, a plaque was unveiled honoring Charles J. Kennedy, former Joliet trustee and a founder of the ACCT Minority Affairs Committee. The memorial plaque was designed by sculptor Pamela Sheehan of Rockland Community College in New York and funded by donations raised by the ACCT Charles Kennedy Memorial Subcommittee. Pictured at the ceremony are (left to right): Lois Carson, chair of the Memorial Subcommittee and trustee of San Bernardino Community College District, CA; Gary Davis, executive director of the Illinois Community College Trustees Association; Joyce Heap, ACCT Central Region Chair and trustee of Joliet Junior College; Eleanor McGuan-Boza, board chair of Joliet Junior College; David Cryer, trustee of Joliet Junior College; Richard Skorupa, student trustee of Joliet Junior College; and Bea Doser, 1991-92 ACCT President and trustee of Montcalm Community College, MI.

ACCT Minority Affairs Committee 1994–95

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A Local Community Emphasis for Study Abroad Programs

by Richard Fonte

Community colleges are institutions with a local orientation. Educational programming, highly responsive to area needs, distinguishes them from other colleges and universities.

Community college trustees are charged with the responsibility to act as the guardians of these local concerns. Boards of trustees determine the resource allocations among the accepted missions of a comprehensive community college, including transfer, career occupational, remedial, adult, and continuing education. Within this decision-making environment, the question arises how boards can justify expenditures on study abroad at colleges which place their highest priority on serving local area needs. Is it appropriate or inappropriate to incorporate study abroad programs for students of a community college?

A traditional rationale supporting international education and study abroad programs stresses their positive impact upon the general education experience of students. General education courses are a basic component of the baccalaureate transfer curriculum and are most commonly the courses available to students at foreign colleges and universities. Therefore, study abroad is seen as "enhancing" a college's transfer role. Many community colleges, especially those with greater financial resources, will develop study abroad plans based upon this principle. However, some community college boards with limited resources may be uncomfortable with expenditures concentrated upon a single function of the college.

However, study abroad for community college students can be supported by principles that connect such efforts with the cultural and economic well-being of the local area served by the community college.

Richard Fonte is president of South Suburban College, South Holland, Illinois.

The Effectiveness and Efficiency of Consortia

Taking initial form in the 1970s, community college international study programs adopted not only educational philosophy, but also techniques from four-year colleges and universities. The American Association of Community and Junior Colleges (now AACC), began an office of international programs in 1971 to encourage participation by students and institutions. Borrowing upon university experiences, community colleges adapted the strategy of working together through consortia arrangements. In fact, a key consortium involving overseas study, the College Consortium for International Studies (CCIS), was formed as early as 1975.

Consortia approaches provide boards with an excellent model of efficient and effective use of limited financial resources. Prior to the employment of consortia, only a few "elite" four-year institutions could afford to run "branches" at overseas sites. Faculty and students of these U.S. institutions would simply move with

their courses to the foreign location. A few foreign universities, especially from Western Europe, did offer study abroad opportunities for individual U.S. students. While individual colleges and universities could work on behalf of their students to facilitate these arrangements, many students were left "on their own" to work with such universities, often resulting in headaches from credit hour transfer problems.

Some community colleges developed their own study abroad arrangements, but most have found consortia the best practice. Consortia have become effective brokers of international exchange. They provide students access to a large variety of study abroad opportunities, while assuring quality control. For example, credit hour equivalency and student services support are arranged through joint efforts. Consortia have also improved efficiency by reducing costs to member institutions. It is no longer necessary for a single college to carry the full burden of negotiating with a college overseas. Some states, such as Illinois, now have over 30 community colleges cooperating in study abroad programs through a consortium. In fact, membership in the Illinois Consortium has recently been extended to colleges in Michigan and Wisconsin.

New Directions in International Education

During the last decade, community college leaders have begun to recognize that local educational programming can have international implications. Changing world circumstances have led board members and administrators to realize that there are both economic and cultural reasons to adjust to external international influences.

The international economic challenge, both from Pacific Rim nations and the European Community, has become a central theme of the 1980s and 1990s. A 1979 Presidential Report, *Strength Through Wisdom*, suggested that community colleges must play a significant role if the United States was to succeed in an increasingly international and interdependent world community. Despite this invitation, community colleges have had difficulty defining their roles.

An affiliate council of AACC, The American Council on International Intercultural Education (ACIIE), was established to assist community colleges to address such issues. Through this and other organizations, new rationale that community colleges should connect their international efforts to their local responsibilities has emerged as the basis for community college involvement in international education programs, including study abroad. Colleges should increase the understanding of the cultural diversity of their region and assist local businesses to participate in a global economy.

Community college boards will find this new set of standards both useful and natural for evaluating any proposed study abroad plan. The rationale suggests boards will benefit by looking within their district boundaries when appraising the appropriate nature of an international program. Yet, is this not already instinctive for trustees? In fact, it may well be argued that trustees have an obligation to assure that such programs are connected to local needs.

The unique factors of a community should be especially relevant to trustees. First, the ethnic and cultural heritage of the local region can become a guiding principle upon which a study abroad policy is based. Secondly, the nature of the local businesses and industry and their relationship to the international economy should be analyzed while developing a plan.

Cultural Heritage and Study Abroad—South Suburban's "Holland" Connection

A review of the demographics of a college district can suggest countries with which area residents share a cultural heritage. With the wide diversity within American communities, rural, suburban, and urban community colleges can all identify ethnic heritages upon which to effectively build a search effort for international college partners. However, since many of the cultural characteristics of one area will be similar to others, boards can encourage the efficient delivery of study abroad programs through the development of consortia of community colleges with similar heritages.

One component for many colleges, for example, will be their large Hispanic populations. Frequently these colleges have struggled to find ways to increase cultural understanding and appreciation of multiple heritages within their local communities. Many are within metropolitan areas that will be impacted by NAFTA. It only makes good "economic sense," as well as "community-building sense," to develop international bonds that meet both of these local objectives.

South Suburban College in South Holland, Illinois, provides a very concrete example of working with a distinct ethnic heritage. The college has a strong Dutch heritage within its local community. In fact, South Holland had long sought to obtain a sister city relationship with a town in The Netherlands. Several times a year, community groups have hosted Dutch visitors and the local Rotary already encouraged high school student exchanges with The Netherlands.

South Suburban College recognized the cultural interests of the local area in developing its study abroad program with colleges in The Netherlands. The college board of trustees found local suburban leaders enthusiastic about the college's initiative. The effort to develop a program in The Netherlands became as much a community relations program as an international education program. A sister city relationship is developing between the college's home town of South Holland and the Dutch municipality neighboring the town where South Suburban's students attend college. Ethnic heritage also led to special financial backing: the college foundation took on the project to raise

scholarship funds within the local suburb for international study.

Cultural heritage was also a key element in a consortium developed by South Suburban College. Midwestern community colleges and smaller private colleges with Dutch ethnic ties were purposely sought out in the creation of the consortium. Over 50 percent of the initial colleges participating had significant numbers of Dutch descendants in their local communities.

The Local Business Community and Study Abroad: The South Suburban Experience

The college's second strategy was to connect international study opportunities to career occupational programs which serve the local business community. While the first career areas offered were business, trade, and marketing, study abroad opportunities have now been expanded to other technical programs.

This educational approach connecting study abroad to career occupational programs appealed to many colleges other than those with Dutch heritage. In fact, a major strength of the consortium formed originally on a cultural heritage basis has been the relatively unique connection to the career education mission of the community college. Our consortium demonstrates for all community colleges the possibilities for study abroad beyond concentrating solely upon general education and enhancement of the transfer curricula.

Opportunities for students in business and technical areas such as CAD/CAM, fashion design, building construction, business marketing, and electrical engineering have now been developed with colleges in The Netherlands. These program areas have rarely been involved in study abroad in the past.

The development of the international cooperative also provided community college faculty with personal development opportunities. Technical career faculty went to Europe and met with faculty and staff of the Dutch college. The exchange of ideas about teaching in their respective fields will affect their local community colleges. In particular, the Dutch model of work-based learning and apprenticeship represents a different perspective to the U.S. debate that has focused solely upon the German technical education and apprenticeship approach.

Trustees are well aware that networking and conferences attended by faculty and staff frequently lead to curriculum innovation. Comparable educational change can be introduced through faculty involvement in the study abroad activities. The local college and board of trustees will gain beneficial feedback on teaching and learning approaches used in other countries. In fact, it is clearly presumptuous for community colleges to assume that only American community colleges carry out high quality technical and career education that is responsive to the local business community. The colleges in The Netherlands, as in other European countries, demonstrate an extremely strong tie to local business. We all have much to learn from their commitment to local industry.

A special strength of the business and technical education study abroad program in The Netherlands has been that all instruction is conducted in English. English is virtually a second language in The Netherlands and the international language of commerce, which has allowed our American students to be taught by Dutch faculty in English, rather than by transported U.S. faculty. Moreover, since English is the language used in business, European students from other countries—Finland, France, and Spain, in particular—have also participated in the program. All these factors broadened both the practical career education and the multicultural experience. Finally, the English base for instruction meant that study abroad was not reserved only for those familiar with a foreign language. This is, of course, especially important for career occupational students who are usually least likely to be sufficiently fluent in a foreign language.

Additional programs are likely to develop out of foreign study links with a developed European country such as Holland. The first is already underway: Dutch and American Chamber of Commerce-sponsored student placement in local businesses and industry. By next summer, three American students will be in summer placements with Dutch businesses and three Dutch students will be in Illinois. This activity, while nominally involving students, is actually a new dimension of community-to-community contact at the business organizational level, which promises rich economic and cultural rewards. Both the Chamber-sponsored placement and the consortium-sponsored exchanges are likely to prove to be excellent vehicles for businesses and industry to provide valuable training for its employees.

Conclusion

Community college boards can justify expenditures on study abroad programs. Colleges which place their highest priority on serving local area needs can appropriately offer study abroad opportunities for their students by connecting such efforts with the cultural and economic well-being of the local area served by the community college, in addition to increasing the general educational experience of students.

The essential criteria for community college involvement in study abroad programs is support for the total community college mission. Study abroad programs for career education students are an essential part of any international effort. ■

Looking for the Right Place for Community Colleges in an International Scholarship Program

by Vaughn A. Sherman

Think of this: An organization with a $150 million trust fund invites higher education students to participate in undergraduate scholarships for study abroad. Information on the program is provided to all institutions, and seminars are held in several parts of the United States to furnish details about the opportunities for students to broaden their international knowledge. Regional screening committees are formed to process the applications. And then, when the applications are opened and reviewed, it's found that only 5 percent of the 1,816 applicants seeking scholarships are community college students.

There's something wrong with this picture. Given the fact that nearly half of all higher education students attend community colleges, and given the fact that many community colleges are deeply involved with international education, it seems reasonable to expect a higher percentage of community college applicants.

Vaughn A. Sherman brings community college experience to the NSEP Working Group through long service as a trustee of Edmonds Community College in Washington State, and as a member of the ACCT Board. While some of the concerns raised in this article are his opinion, the NSEP is seriously committed to increasing community college participation in its programs.

The organization we're considering here is the National Security Education Program (NSEP), created by the National Security Education Act, which was enacted by Congress in 1991. Sponsored by Senator David L. Boren (D-OK) and other key Senators, the act was designed to address serious U.S. deficiencies that currently exist in understanding and interacting with many of the world's countries, languages, and cultures. The NSEP consists of three major components: (1) scholarships to U.S. undergraduate students to study abroad in countries generally underrepresented by U.S. students; (2) fellowships to U.S. graduate students to study foreign areas, foreign languages, and other international fields critical to the U.S.; and (3) grants to U.S. institutions of higher education to develop and improve programs of study in foreign areas, foreign languages, and other international fields. The first annual scholarship and fellowship competitions have been completed. The institutional grants competition began in mid-May 1994, with the first grants to be awarded in late fall 1994.

There were 312 undergraduate scholarships awarded from the 1,816 student applications, with community college students reflecting the low number of applications in receiving just 12 of the awards. Diversity in the applicant pool in regard to geographic spread and ethnicity was excellent. Applications came from all 50 states, and there was a good representational mix of ethnic groups among the applicants.

As a member of the NSEP Working Group, I'm pleased to be involved in all aspects of the Program. As the only member of that group who is involved in community college eduction, I'm especially pleased to assure community college trustees and administrators that the NSEP Board Members, staff, and related groups are committed to achieving true diversity in administering the Program, and that the disappointment in the small number of community college applicants for scholarships is shared by all those involved with the NSEP.

In reviewing this situation, one of the first questions that comes to mind is: what might constitute an appropriate share of NSEP undergraduate scholarships awarded to community college students? The statistics of participation in postsecondary education are bewildering in many ways, and the fact that community colleges teach nearly half of all postsecondary education is not very helpful if we take the traditional academic approach. Indeed, if NSEP scholarships were limited to students seen as successful aspirants for transfer degrees (the academic track towards four-year degrees), the pool would number something under 10 percent. But should we limit ourselves to a traditional approach? I believe not. As our nation "re-thinks" strategies in many segments of society including education, globalizing the workforce is becoming understood as an imperative. This comes at the same time educational needs for our workforce are changing, with burgeoning technologies and new management approaches that require far more people in the workforce with two-year degrees. Senator Boren's vision in fashioning the NSEP was broad enough, I think, to encompass those who don't aspire to four-year degrees. Many students seeking two-year degrees in international business and technology, travel and

tourism, hotel management, and other areas, can benefit from international experience.

This is a policy area that isn't limited to the NSEP, but which is brought into focus as the NSEP goes through this "pilot" year with its new programs and small community college participation. If that small participation is, indeed, a problem, then the question is, "Who's going to fix it?" I suggest that the answer is not the NSEP Board and staff, but rather the trustees who set vision for community colleges and the administrators who carry out the vision.

There are two factors at work, I believe, in the low number of community college applicants for the NSEP programs: one an attitude and the other a fact of community college structure.

The attitude is in how we view four-year higher education. While community college students do go on to four-year institutions, and we train students to go on with our transfer degrees, we don't really interact very much with the four-year colleges or truly see ourselves as playing alongside them in the game of higher education. When a program like the NSEP is developed, with the appearance of being aimed at academe, we tend to sit back and let the four-year colleges play that game.

While not all community college people may agree with that opinion, I think most will agree with the problem of structure. Community colleges were never structured with heavy institutional support for students, concentrating more on the teaching aspects of higher education. Budget restraints over recent years have resulted in ever leaner administrative support. Thus, when an opportunity such as the NSEP offers to undergraduate students comes along, most community colleges do not have the infrastructure to widely disseminate information on the program and give individual support to students who might be interested.

Just as the problem is twofold, I think there are two approaches to the solution. The first is to work on the attitude. Community college trustees and administrators need to be more active in all aspects of globalizing our role in postsecondary education, including articulation with the four-year institutions. In this game of making America competitive in world markets, we're all playing on the same field. We need to see ourselves that way, and to get others to understand the importance of the community college role.

The NSEP itself offers help in solving the structural problem through one of the three legs of its programs, institutional grants. To quote from the guidelines for the NSEP Institutional Grants Program:

> The purpose of the grants is to address weaknesses and gaps in programs and curricula. The grants should be used to strengthen the national capacity in international eduction. While "operational" support for already existing centers and projects may be a component of a grant, NSEP emphasizes commitment of its limited resources to projects that establish and improve educational programs available to students and teachers.

This program seems a "natural" in dealing with the problem of institutional support.

The NSEP offers some excellent opportunities for community college students to study abroad, and through its Institutional Grants Program also offers community colleges the chance to improve their infrastructure in ways that can increase the number of applicants and award recipients for undergraduate scholarships. With budgets tightening across the country, community colleges need to be alert to every opportunity for increased service to students, and this is a good example of available funding outside the usual college budget sources.

The NSEP is open to dialogue on the matter of community college involvement in its programs. I hope this article will prompt some exchanges and encourage community college leaders to make their views known. Your thoughts on these matters may be sent to:

Charlene King, Director
National Security Education Program
P.O. Box 47103
Washington, DC 20050

Another organization interested in your opinions about the NSEP is the Institute of International Education (IIE), which administers the NSEP undergraduate scholarships. Please contact:

Leslie B. Anderson, Director
NSEP Undergraduate Scholarships
Institute of International Education
1400 K Street, NW
Washington, DC 20005-2403

As always, ACCT welcomes your comments. ■

COMMENTARY

Building Educational Excellence in a Diverse Environment

BY PATSY J. FULTON

The year 2000—only six short years away, promises to bring additional challenges to community colleges in meeting the educational needs of a diverse population of learners. Consider what this world of 2000 will be like:

- Eighty-five percent of the new entrants to the workforce will be women, minorities, and immigrants.
- The workforce will be older and more female, with only 15 percent of the workforce being native-born white males, compared to 47 percent today.
- The number of workers between the ages of 35 and 54 will increase by more than 25 million, and the median age for employed Americans will rise to 39 years, up from 36 years.
- No single job skill will be more important than the ability to think and communicate. Learning how to learn will be a crucial skill for all people.

Diversity in the world of the year 2000 will be far ranging and almost all encompassing. What will this diverse world require of community college leaders? I suggest three primary areas which must be addressed: leadership commitment, staff development, and curriculum.

Patsy J. Fulton is chancellor of Oakland Community College, Bloomfield Hills, Michigan. This article was first published in April 1990 as a "Position Paper" by the Texas Public Community/Junior College Association Communications Council, while Dr. Fulton was serving as president of Brookhaven College, part of the Dallas County Community College District.

Leadership Commitment

There must be commitment at the top level—not only from college presidents but from the boards of trustees—to embrace diversity and make it work *for* us. This commitment must be reflected in a diversity of faculty, administrators, and support personnel which reflect the diversity of the community. Strategic directions must be established which build upon this diversity, and individuals in the organization must be held accountable for achieving results consistent with those directions.

The president of the organization must also commit to creating an environment in which cultural diversity is not only accepted but valued. Creating this environment is an ongoing growth process. It demands that the president be actively involved in a process which supports, monitors, and rewards valuing cultural diversity.

Faculty Development

Teaching is a primary focus of the community college. We take great pride in our teaching excellence, and we continually strive to improve our quality educational opportunities for students. However, as we bring in new faculty to meet the needs of a diverse population, staff development is essential. This development must have two primary purposes: (1) helping new faculty understand and accept the mission and scope of teaching in a culturally diverse environment, and (2) continually examining teaching practices for their effectiveness in this environment. We must place a priority on what educational researchers Pat Cross and Tom Angelo have identified as *classroom research*. This research has as its major emphasis the classroom instructors' constant involvement in and evaluation of their teaching methodologies.

There are many ways to prepare instructors to conduct this ongoing research. One very effective way is through orientation courses for newly hired (though not necessarily first-time) instructors. Orientation sessions can be custom designed to focus on college mission and values, instructional and student development directions, various services available to students and staff, and any other areas which need special attention on a given campus. Another avenue is through a custom-designed

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course in community college teaching theory and technique. Local universities may be offering such courses which they would willingly adapt to particular community college needs.

Curriculum

A third area that is crucial if we are to build educational excellence in a diverse world is curriculum. With a growing international and domestic minority population, we must examine our curriculum for its relevancy to this population. Do we offer courses which will assist our native-born mainstream students in understanding the global nature of our world and assist our international and native-born minorities with understanding everyone's contributions to our history? Are we offering units which deal with the economics, politics, and sociology of a culturally diverse environment? Teaching must remain our primary focus, but the relevancy of our offerings in light of a changing world must be constantly reevaluated, redefined, and refined.

The challenge facing us today is to build committed leadership, faculty understanding and expertise, and curricula and programs which deliver educational excellence in a diverse environment. The challenge is great, but with foresight, planning, and plain hard work, we can and will succeed. ■

CALENDAR

Trustee Education Opportunities September–December, 1994

September

8
New Mexico Council of Independent Community Colleges
Roswell, NM

12
Trustees Association of Community and Technical Colleges of Washington State—Fall Conference
Seattle-Tacoma, WA

23–25
ABC Annual Fall Conference
Niagara Falls, NY

25–26
North Carolina Association of Community College Trustees
Law Conference for Trustees
Research Triangle Park, NC

October

5–8
ACCT Annual Convention
Chicago, Illinois

19–21
Florida Association of Community Colleges
Annual Conference
Ft. Lauderdale, FL

21
Arizona Association of District Governing Boards Annual Conference
Phoenix, AZ

21–23
ABC Institute on Trusteeship
Albany, NY

October *continued*

27–29
Kansas Association of Community Colleges
Annual Conference
Wichita, KS

27–29
Oregon Community College Association
Bend, OR

29–Nov. 1
Association of Texas Community College Trustees and Administrators
Austin, TX

November

9–11
Missouri Community College Association Convention
Lake Ozark, MO

17–19
Community College League of California
Irvine, CA

December

1–2
ACIIE Fall Conference
"International Education and Funding Opportunities: Making $ense Inside the Beltway"
Washington, DC

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EVERIT NICHOLAS, a partner in the legal firm Robins, Schultz, Nicholas and Lifton Ltd, will outline the key changes in contracts of staff in a number of Chicago colleges. The firm handles negotiations on behalf of 135 school districts and 10 community colleges in *Chicago and Illinois*.

JAN WILLEM HOLLANDERS is Executive Director of the Algemene Besturenbond (ABB), a national body representing colleges, which has recently achieved a breakthrough in the establishment of a flexible contract for teaching staff in *Dutch colleges*. He will outline the background to national negotiations and likely long-term developments.

JOHN SCOTT, Director, Christchurch Polytechnic, New Zealand, shortly to become president of the Association for Polytechnics in New Zealand (APNZ), will outline the reforms emanating from the Employment Contracts Act and other legislation in *New Zealand*. APNZ has been at the forefront of dramatic changes to contracts of employment for senior and teaching staff in polytechnics (equivalent to community colleges).

The conference will be chaired by TOM TENHOEVE, President of Oakton Community College, Illinois. Dr. TenHoeve is a leading exponent of the "mutual gains" approach to collective bargaining.

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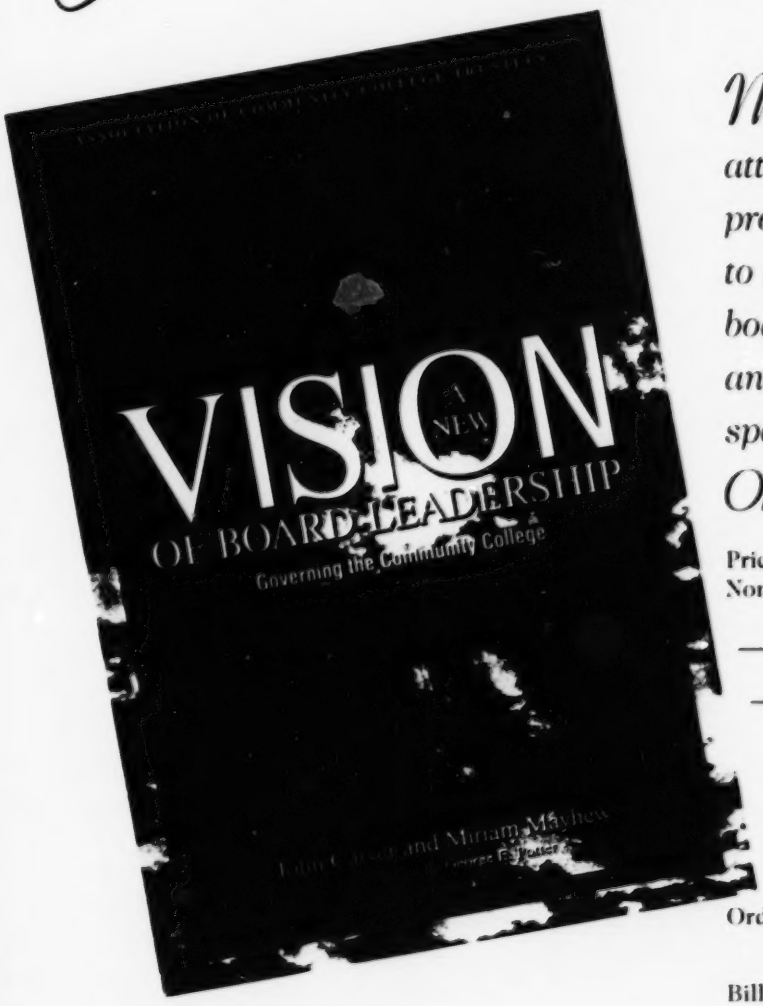

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Opinions expressed are those of the authors and not necessarily those of ACCT.

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FALL 1994

TRUSTEE QUARTERLY

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Survival Skills and the Trustee Orientation

by Richard Anderson and Daniel J. LaVista

For as long as boards have governed, state and national programs geared toward trustee development have been dedicated to that elusive task of "role definition." In many cases, these programs have tried to help trustees understand their jobs in relation to the other people with whom they work: fellow trustees, the board chair, and the president.

We've had the good fortune to attend a number of these development programs and we've also presented our perspectives on board roles and board president roles at numerous state, regional, and national trustee meetings. Much more valuable than the presentations we made were the comments trustees offered about their struggles with "role definition" issues.

Whether from rural or urban, large or small, technical or comprehensive institutions, the questions, concerns, and confusion over the trustee role were pretty much the same. Among the questions frequently asked are: "What's our purpose?" "Where do we get the information we need to do our job?" "How do we use that information to move the college forward and contribute to state and national goals for community colleges?"

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These discussions on the trustee role generated lots of ideas, and surprisingly, often led to the conclusion that trustees succeed when they have a positive orientation experience that includes good help on what some called "survival skills."

Listening to trustees talk about these skills and reflecting on our efforts to clarify the roles of the board members and the president at the College of Lake County, we have reshaped our trustee orientation. We've adopted the view that the new trustee orientation should focus on the "survival skills" which the trustee will need to begin to perform effectively in that role. With this in mind, we offer our orientation model for use by others looking for a way to define the work of students or community members who are new to elected or appointed positions as college trustees. In our new trustee orientation, the board chair and the president lead the process, taking responsibility for the various orientation elements, which serve as the foundation for the trustee's development in his or her first years as a trustee.

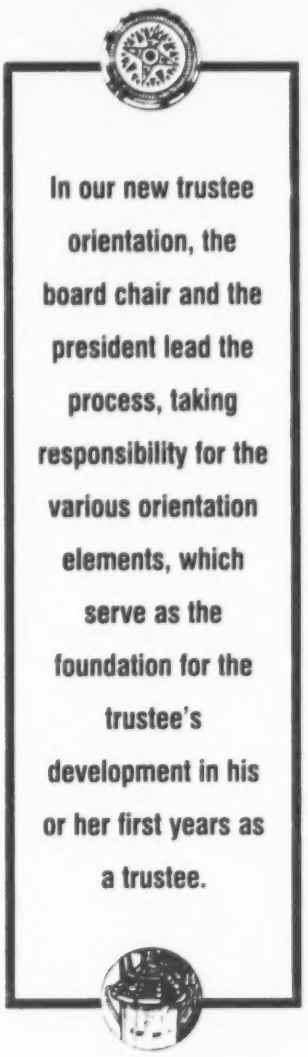
The following sections describe the orientation elements used at the College of Lake County.

Context for Defining the Trustee Role

First, we try to provide a clear context for board service by talking in detail about the college's mission. What does the college do? How does the college fit into the state and national community college movement? How is our college different from the state universities and private colleges down the road?

In answering these and related questions, we can orient the new trustee to how we are part of a larger community of colleges and also how we possess certain distinctive characteristics. In the process, we discuss some of the primary tenets of community colleges, like our open door philosophy, local funding dependency, and our accent on teaching and learning rather than research.

Related to this opening section of the orientation is some discussion of how the college board derives its authority. In this case, we discuss the authorizing principles of the community college as noted in state statutes and we explain the language contained in the charters of the Illinois Community College Board and the Illinois Board of Higher Education, which charge the community college with certain rights and responsibilities. Discussion of such information is enriched by the opportunity to address the trustee's future relationship with the legislature and state boards. As with the earlier focus on mission, here the trustee is provided with a context for the work of the college and, thus, his or her work.


In our new trustee orientation, the board chair and the president lead the process, taking responsibility for the various orientation elements, which serve as the foundation for the trustee's development in his or her first years as a trustee.

The final effort to provide a proper framework for board service involves talking with the new trustee about the state trustee association. In Illinois, this is the Illinois Community College Trustees Association (ICCTA), an organization which meets monthly and which provides regular opportunities for trustee development. We try to emphasize the practical nature of our state association programs and the benefits from active participation in them. We also give a snapshot of topics which ICCTA has addressed in recent years, such as alternatives to traditional negotiations, integrating planning and budgeting, and evaluating the president. We place great value on the ICCTA connection because we believe it gives the new trustee an invaluable opportunity to gain new perspectives on the role and work of trustees while developing a statewide network of colleagues.

Internal Clues for Defining the Trustee Role

With these contextual elements in place, the orientation then focuses on institutional resources which provide information and also clarify the trustee role. Importantly, the new trustee is introduced to the college's policy manual, with particular focus on policies which govern board service. This discussion is critical to the trustee's understanding of his or her role, since it addresses the board's duties, powers, and authority, as well as practical aspects of board service like travel, reimbursement practices, and liability insurance. It is at this time that the board chair and president explain the avenues for policy development in general terms and also how the new trustee can participate directly in the policy development and approval process.

Another part of the focus on the college policy manual is the attention which the board chair and president give to the table of organization and the role of the president. This is accomplished by reviewing the organizational charts of the college's three main divisions, as well as reviewing the president's "charter of responsibility," a document which outlines the president's roles and responsibilities. Thus, the policy manual review provides a good beginning to the new trustee's understanding of his or her own role, the role of the board as a whole, and the responsibilities of the president and college staff with respect to the board.

Program Review and Evaluation

Two other components make up the list of "survival skills" that we use in our new trustee orientation. The first of these is program review and evaluation. The orientation includes some discussion of this topic because it is believed that the board member should know the college's "product line" of credit and non-credit courses. Time is spent explaining the different programs offered by the college and the schedule on which they are evaluated. Additionally, this component of the orientation includes information on historical enrollment shifts between departments, student characteristics, etc. In the process of this discussion, the board chair and the president also talk about important partnerships which emanate from the program review and evaluation, particularly those with business and industry (customized training), secondary schools (2 plus 2 programs), and four-year colleges and universities (articulation models).

An introduction to the college mission, board authority, the state associations, the policy manual, the president's role, program review and evaluation, and finance may serve as the key components of this "survival skills" framework.

Finance

A final part of the new trustee orientation involves discussion on finance. No trustee can absorb all there is to know about finance in a single orientation session, but the session serves a few limited purposes well. First, the board chair and the president explain the rudiments of the three main sources of funding—state apportionment, property taxes, and tuition and fees. Processes for the collection of these revenues are described in language that is as non-technical as possible. Additionally, the new trustee is introduced to special nuances of funding, like tax caps, the difference between unrestricted and restricted revenues, and local taxpayer attitudes about education funding. In some cases, the new trustee may receive special counsel from the college's chief financial officer early in his or her term to ensure that at least a basic understanding of finance has been grasped before board service begins.

While the discussion of finance attempts to highlight major issues and concerns, some time is also spent describing the annual finance retreat. This is a special meeting at which the board and president review the strategic plan, the proposed budget to deliver that plan, and key revenue and expenditure assumptions. During the orientation, print materials from previous finance retreats are shared with new trustees as an example of the board process that is used in conducting the retreat. The goal of the financial section is to prepare the trustee for future funding considerations without overwhelming him or her with the many complexities of college finances.

Summary

A new trustee orientation that focuses on "survival skills" provides a reasonable foundation on which a trustee's growth and development can be built. An introduction to the college mission, board authority, the state associations, the policy manual, the president's role, program review and evaluation, and finance may serve as the key components of this "survival skills" framework. Such has been the case at College of Lake County, and with good results. We're grateful to trustees from around the country who got us started thinking on the value and nature of the trustee orientation experience. ■

Editor's note: ICCT conferences, publications, videotapes, and retreat service are additional sources of "survival" training for new trustees. ICCT also educates new trustees about their federal advocacy role.

Fundraising from the Private Sector

Trustee Perceptions

by Arthur R. Southerland and Mary Spring Graham

Trustees, administrators, and staff of community colleges are well aware of the financial difficulties experienced by most two-year institutions in recent years. In order to supplement available tax and tuition revenues, many colleges have established foundations. As a result of the increase in the numbers of foundations and the elevation of their role in revenue enhancement, a research study was designed aimed at examining board members' views on several matters related to funding from the private sector. The goals of the study also included a compilation of board members' personal characteristics and of their colleges' characteristics, and a comparison of these personal and institutional traits with the views held by board members concerning several matters relative to governance and funding in general and to private sector funding in particular.

The study revealed that trustees feel it is important for board members to support their college's private fundraising efforts.

Procedures for the Study

With the generous help of the Association of Community College Trustees (ACCT) staff, 400 board members were surveyed from the Southern Region of the association. The surveys were evenly apportioned among member colleges in the six states of the region. A total of 154 board members returned completed copies of the survey instrument.

This article presents the responses from board members on several concepts relative to fundraising from the private sector. It also includes an overview of the personal and institutional data which the participants provided, as well as a summary of board members' feelings in regard to certain governance issues. Percentages have been rounded off to the nearest whole number. For those interested in more detailed analyses, the results of a number of statistical tests may be found in Graham's dissertation (1994).

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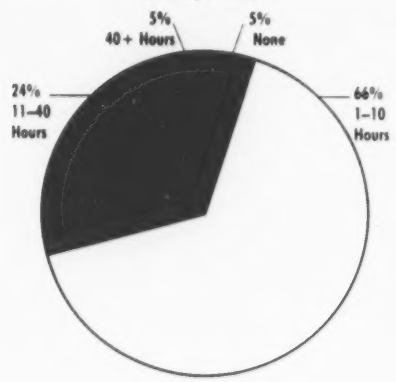
Fundraising from the Private Sector

In the matter of fundraising from the private sector, the individuals who responded to the survey reported that their participation ranges from none to a substantial contribution of time and money. Their answers provide some revealing insights into the extent of board members' involvement in fundraising for the college from the private sector.

As displayed in Figure 1, slightly more than two-thirds of the board members indicated involvement in private sector fundraising from one to 10 hours per year. Thirty-six trustees (24 percent) indicated

Figure 1
Level of Trustees' Participation in Fundraising
(Hours per Year)



involvement in fundraising from 11–40 hours annually. Six individuals reported that they do not participate, while two did not provide a response.

Board members were asked about the monetary value of their annual contribution to the private sector fundraising effort of the college. Figure 2 shows the distribution of the contributions, indicating that 106 trustees (70 percent) contribute up to $999 per year. Thirty-three (22 percent) reported gifts ranging from $1,000 to $5,000. Seven persons (4 percent) give more than $5,000 annually, six (4 percent) make no contribution, and two left the item blank.

The ultimate and final monetary contribution from board members is the bequest or gift after death. Concerning pledges of a bequest, only 13 or 9 percent answered in the affirmative, while 139 (92 percent) indicated that they have no plans to leave monetary contributions to their institution. Two persons did not respond.

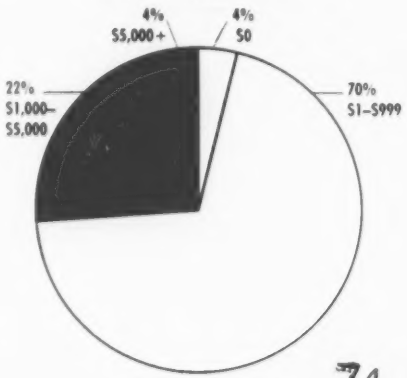
Trustee Opinions on Governance and Funding Issues

In Part Two of the survey, the emphasis shifted from characteristics to issues, covering a variety of topics dealing with governance and funding. The respondents were asked to record their response to each statement in this section, using a five-point scale which called for a reaction ranging from "strongly disagree" to "strongly agree."

When asked their view of whether the state legislature should be completely responsible for financing public community colleges, 91 persons (60 percent) marked either "strongly disagree" or "disagree."

When presented with the position that community colleges should be funded by a combination of state and local funds, 127 board members (83 percent) marked "agree" or "strongly agree." So, it is not too difficult to conclude that at least among those who responded to this study, board members tend to believe in the importance of contributions from local taxation, as well

Figure 2
Trustees' Monetary Contributions to the College per Year



as from the state level, for support of public two-year colleges.

The statement: "Local college trustees should decide how college funds are allocated, regardless of the source of college funds," prompted 122 persons (80 percent) to mark "disagree" or "strongly disagree."

When asking trustees to react to whether board members should volunteer time to the private sector fundraising efforts of the college, 113 (84 percent) either indicated "agree" or "strongly agree." Only 27 trustees (18 percent) marked either "disagree" or "strongly disagree."

When asked if board members should be required to participate in an orientation on private sector fundraising early in their terms of service, 84 (54 percent) either agreed or strongly agreed; although only 10 percent marked "strongly agree."

A statement indicating that board members should make monetary contributions to the private sector fundraising efforts of the college was obviously another very personal and potentially sensitive area. Ninety-six trustees (62 percent), however, marked "agree" or "strongly agree." Thirty-four either disagreed or strongly disagreed. Surprisingly, 24 (16 percent) were undecided, perhaps indicating some internal struggle about this issue within some board members.

One hundred thirty-six trustees (88 percent) agreed or strongly agreed that board members should supply the names of prospective donors to the college's foundation director. Just nine people (6 percent) disagreed or strongly disagreed.

To the statement that there should be a separate foundation board to deal with private sector fundraising, 147 (96 percent) agreed or strongly agreed.

To a statement that board members should volunteer to serve on foundation boards, 90 trustees (58 percent) agreed or strongly agreed. Although this is a clear majority, 42 percent of the respondents were either "undecided" or marked "disagree" or "strongly disagree."

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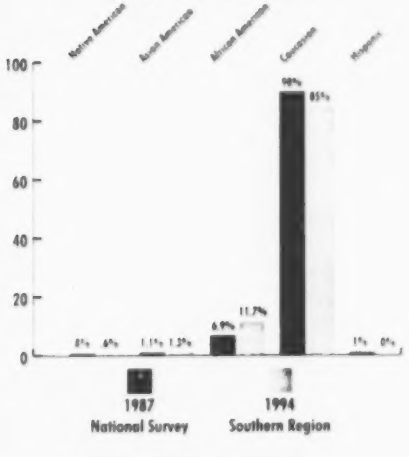
Southern Region Trustee Characteristics

Twelve items on the survey pertained to board members' personal and professional characteristics, beginning with gender. Of the 154 respondents, 112 or 73 percent are male. Forty-one or 27 percent are female. One person left this item blank.

The largest number of those who responded are in the 56–65 age group, representing 44 percent of the total. The age group of 41–55 at 29 percent was the second largest, while ages 65 and older was the third largest category at 24 percent.

Southern Region board members' ethnicity is shown in Figure 3, in which board members' responses to this 1994 survey are displayed along with similar data from Whitmore's national study (1987). Caucasians comprise the majority of the respondents, accounting for 133 or 86 percent of the group. In this sample, African-American board members number 18, equaling 12 percent of the total. Two persons identified themselves as of Asian descent, while one person is a Native American.

Figure 3
Ethnicity of Board Members



Regarding educational level, 40 individuals or 26 percent indicated that their highest level of educational attainment was a bachelor's degree. Thirty-seven or 24 percent, have earned a master's degree, and 34 or 22 percent, have completed a doctorate. All but three of these board members have had at least some study beyond the high school. Compared to Whitmore's national study (1987), participants in the 1994 Southern Region survey show a gain in the top three levels of education.

Half of the respondents count themselves as professionals when asked about occupation. The second highest cluster of occupations was that of managers, accounting for 31 persons, or 20 percent of the total. Those trustees who classified themselves as professionals were asked to reveal their field of endeavor. Of that number, 41 are educators, representing 43 percent of this subgroup. The other responses were widely varied; however, the category of professionals increased from the national figure of 41 percent reported by Whitmore (1987) to 49 percent in the Southern Region in 1994.

Sixty-eight of these board members or 44 percent have family incomes in excess of $85,000. The second most numerous grouping of incomes was the range from $45,000 through $54,999, with 23 or 15 percent. One person did not give an answer.

Of the 99 trustees (64 percent) who have been on corporate boards, 80 have been a member of from one to three such bodies. Nineteen individuals reported membership on from four to 20 separate corporate boards. These are busy people!

When asked whether they had been elected or appointed to a public office in the last 15 years other than their current college board role, 71 individuals (46 percent) answered "yes," and 82 (53 percent) answered "no."

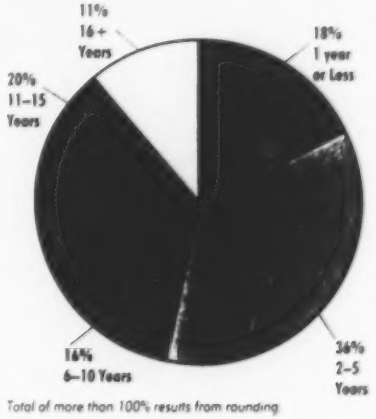
One item posed the question of whether or not the board member or a family member had ever attended a community college; an amazing 78 percent answered in the affirmative.

The overwhelming majority of the board members, 138 or 90 percent, reported that they were appointed to their local boards.

The number of years in service on the board is summarized in Figure 4. Answers ranged from one year to an astonishing 54 years. Two-thirds of these trustees have served between one and eight years.

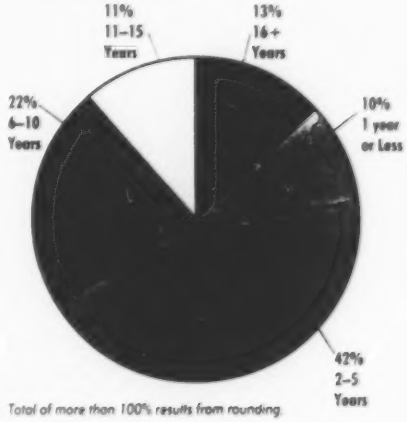
Figure 4
Tenure of Board Members

1987 National Survey



Total of more than 100% results from rounding.

1994 Southern Region



Total of more than 100% results from rounding.

College/Board Characteristics

Trustee responses reflected that 64 (42 percent) of the participants serve on the boards of colleges with fewer than 3,000

students. The second highest category, enrollments between 3,000 and 6,000 students, contained 40 responses or 40 percent.

Broad indicators of the scope of institutional budgets were sought. Eighty-five board members (63 percent) serve colleges with budgets under $15 million, while 36 (27 percent) are trustees at colleges with budgets ranging from $15 million to $30 million. Some 11 percent deal with institutional budgets over $30 million. There were 18 missing responses, leading to speculation that these persons did not know the size of the budgets at their respective colleges.

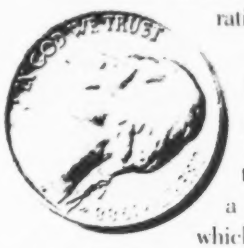
Regarding the number of trustees on the local board, the largest number of responses was in the range of from 11 to 15 members from 74 respondents, representing 48 percent. The second most frequent number of board members is from six to 10, with 52 (34 percent) responses in this category.

When asked whether or not the boards have standing internal committees, 114 (74 percent) answered "yes." Two people were undecided.

When asked which standing committees exist if the board has standing committees, the top four committees were (1) budget—with 90 responses, (2) personnel—with 79, (3) facilities and grounds—with 77, and (4) executive—with 73.

More than half of board members reported that they get no compensation, while 48 trustees (31 percent) receive travel expenses only. By way of contrast, 17 people (11 percent) indicated that they are compensated on a per meeting basis and get travel reimbursement as well.

When asked about their personal working relationship with the chief executive officer of the college, 131 trustees (86 percent) rated their relationship with their CEO as "very good," and 12 more (8 percent) rated their relationship as "good." Only four board members (less than 1 percent) gave a rating of "poor."



Ninety-five percent of the respondents (146) said that their college has a foundation which exists specifically for fundraising and development.

For those whose colleges have a foundation, 127 (89 percent) said that it is incorporated as a separate entity from the college.

Ninety-three persons (61 percent) said that their college has a long-range plan specifically designed for fundraising in the private sector.

Summary and Conclusion

Although profiles built on numerical tabulations can be taken too literally, it may be helpful to condense the personal characteristics of the board members who participated in the study. Based on the results of this study, the typical Southern Region two-year college trustee:

- is a white male who is between 50 and 65 years of age.
- is well educated, having completed a college degree program ranging from the bachelor's to the doctorate.
- has a career in a profession, often in education.
- has an annual family income in excess of $85,000.
- has been a member of one or two corporate boards in the last five years.
- has a four in 10 chance of having other experience in public office.
- has personally attended a two-year college and has had family members do so as well.
- was appointed to the board rather than elected.
- has served on the college board between one and eight years.
- is trustee of an institution with from fewer than 3,000 to 5,000 students.
- is affiliated with a college with an annual budget ranging from under $15 million to $30 million.
- is personally involved in fundraising from the private sector for up to 10 hours a year.
- contributes up to $999 to the college annually.
- has no plans to leave money to the college after death.

Well, there you have it—a quick tour of the ways in which a group of 154 trustees from the Southern Region of ACCT reported trustee, board, and college characteristics and their perceptions about private sector fundraising.

It seems clear that board members recognize the importance of their involvement in the efforts of their respective colleges in fundraising from the private sector. Although this survey leaves many questions unanswered, there is cause for considerable optimism for the future as board members shoulder a greater part of the load in helping the development program of their institutions. ■

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The Community College Board and the Foundation Board

The Role Relationship in the Context of "Policy Governance"

by Ray Taylor

In today's educational and economic environment, the activities of the community college foundation have become a key element in assuring effective institutional response to community needs, ensuring a healthy community college.

The foundation board and its members are of course the driving force behind the successful foundation. Securing the necessary financial resources is not the only service these foundation boards provide, they are a genuine "community connection" for the college and its governing board. The foundation board is a source of input on community values, needs, and interests, as well as a source of feedback or evaluation on the college's accomplishments.

Among the various role relationships that exist between the foundation board and the internal, as well as external, college community, none is more important than the role relationship with the college's governing board. ACCT and the National Council for Resource Development (NCRD) are committed to contributing to the development of effective community colleges by facilitating the mutual understanding of the role relationship between the governing board and the foundation board.

The board of trustees is the corporate entity holding sole statutory responsibility for the enterprise we commonly refer to as the community college. It is empowered to act on behalf of the community as it exercises its governing authority.

"Board leadership requires, above all, that the board provide vision," says John Carver, who developed the Policy Governance™ model of board leadership. "To do so, the board must first have an adequate vision of its own job. The Policy Governance approach provides a powerful framework for structuring this task. Following this approach, boards can free themselves from unnecessary, time-consuming involvements and focus on the real business of governance: creating, sustaining, and fulfilling a vision."

The "Policy Governance" model of board leadership is explained fully in *A New Vision of Board Leadership: Governing the Community College* by John Carver and Miriam Mayhew (ACCT, 1994). In brief, it reduces or eliminates meaningless board and committee work, trivia, board interference in administration, staff manipulation of the board, unclear evaluation criteria, and role confusion.

As described by Carver and Mayhew, "Policy Governance" emphasizes vision and values, the empowerment of both board and staff, and the strategic ability to lead leaders. Because policies permeate and dominate all organizational life, they present the most powerful level for exercising board policy.

In the model, designed by John Carver as a total system to encompass all expressions of board wisdom, the policy categories are: Ends, Executive Limitations, Board-Staff Relations, and Board Process.

Ends

The governing board's most important job is to devise a mission and mission-related statements which clearly set out what the desired results—the ends—of the organization's actions are to be. As Carver and Mayhew say, "What good will be produced for which people, and at what cost?" How will the world be different as a result of the organization's actions? Including, but not limited to the mission statement, governing board-generated ends are further defined at all levels of organization. They comprise the organizational vision. In the "Policy Governance" model, the board of trustees leaves it up to the staff to decide on the means by which to achieve these ends.

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and evaluates staff performance based on how well the results of the organization's actions match the desired ends.

As the foundation board conducts its business, establishes its purpose, and sets its goals, it should be consistent with and focused on the achievement of the desired results—the ends—that have been established by the governing board.

Board-Staff Relationship

In addition to providing the organization with a vision and defining what constitutes inappropriate staff practices, the governing board must set policies on how it relates to staff; for example, the board's approach to delegation, its view of the chief executive (CEO) role, and how it will assess staff performance. The "Policy Governance" model envisions the CEO as the link between the governing board and the staff. In essence, the CEO is its sole employee.

Carver and Mayhew say, "The job products of the president are rather simple to define and evaluate: The president is responsible to ensure that the organization as a whole (a) accomplishes expectations as set out by the board in its Ends policies and (b) does not engage in the means which the board has prohibited...." This maintains accountability while allowing the CEO a great deal of latitude to act and to empower others to act.

The foundation, its board, and its staff develop strategies in concert with those developed by other segments of the institution. This results in a comprehensive strategic approach through which the CEO achieves the desired results or ends established by the governing board.

Executive Limitations

While the governing board prescribes what ends (what results for whom at what cost) it wants to achieve, under "Policy Governance" it only sets limits on the means with which the staff operate. These limits are principles of prudence and

"Policy Governance" emphasizes vision and values, the empowerment of both board and staff, and the strategic ability to lead leaders. Because policies permeate and dominate all organizational life, they present the most powerful level for exercising board policy.

ethics that form a boundary on staff practices, activities, circumstances, and methods. In Executive Limitations policies, the board of trustees states clearly what it will not allow, but it is otherwise silent regarding staff actions. This empowers the staff to use their full creative powers, while at the same time safeguarding against potential abuses, enabling the board to concentrate its energies on ends issues.

As Carver and Mayhew say, "This action by the board is like building a fence within which freedom, creativity, and action are allowed and even encouraged."

The foundation board, perhaps more than any other segment of the institution, is aware of the importance of prudence and ethics in the conduct of its business. While the policies the foundation board develops in this area may expand upon and certainly be more specific than the policies of the governing board, they must always be consistent with the limitations established for the CEO by the governing board.

Board Process

The governing board must also set policies for its own internal workings: how meetings will be conducted, what topics will be addressed, the role of officers and committees, how the board will discipline itself.

According to Carver and Mayhew, "Policy Governance requires the board's job description ... to be presented not as a list of activities, but as a statement of 'values added' or, if you will, job products." They add that the board's job description consists of a list of at least three outputs: (1) Linkage with the Ownership—the board provides the only legitimate bridge between those who morally own the college (for a community college, probably the general public of a community, region, or state) and the operating organization; (2) Written Governing Policies—the board establishes the largest values of the organization in the four major policy areas; (3) Assurance of Executive Performance—the board does not *do* the community college's work, but it must assure that it is done.

These are areas in which the governing board, and only the governing board, must assume full responsibility. By setting clear Board Process policies, the board of trustees develops a consistent plan for how it will operate; compelling it to remain focused on the critical challenges of providing vision and leadership.

The foundation board comprises key community leaders and conducts much of its work through contact with other external community leaders; its activities result in a product or benefit secondary to fundraising. That is, the foundation board assists the governing board with two of its three major responsibilities: serving as a community connection and monitoring the performance of the institution. ■

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The Community Connection

by Ted Kempkes

I think we all realize the strength of our institutions is their connections with the communities we serve. At least we give lip service to that idea. It seems to me having that connection means that it is the community that really sets the mission. So, the most important policy the board makes is stating the mission, and in a perfect world, I think that would be the only policy the board would make.

Consequently, the community must understand the mission of the institution. It should—after all, the community defined the mission.

John Carver brings us a design for governance that is based on policy. We, as members of boards must understand the definition of policy and its difference from administration and management.

I'll bet most of us, as board members, have in common a sense of unease that started when we first became members of our boards and continues even now. That unease stems from concern over our role as trustees for the institution. A review of state law shows that boards have awesome responsibility and authority. It seems to me the question is how best can we exercise that authority so that we meet our responsibility to those whom we represent?

Nearly every member of every board is concerned about the effectiveness of the institution he or she governs. That concern usually means that nearly all the time in meetings of boards is spent reviewing problems and making policy that deals with problems that have occurred. The exercise of financial responsibility is limited to a thorough scrutiny of checks or vouchers and complaints about the cost of government.

I think we all realize the strength of our institutions is their connections with the communities we serve. . . . having that connection means that it is the community that really sets the mission.

When people come before boards with problems out of the ordinary, the usual response is, "We'd like to help you, but our hands are tied." This response has been given alternately by boards or the administrators employed by the boards. Board members who are not numb are frustrated or exasperated with the process of governing. All too often, boards become or are already disconnected from the community, their customers, and their owners. The attitude is, "After all, I was appointed/elected to act on behalf of the owners, therefore, I know what is best for the owners."

Successful businesses never lose the connection with their customers. The customer always determines what is sold; the customer is the Mission. So, it's always been amazing to me when those in government talk about business and act in isolation from their customers.

In 1990, John Carver wrote a book entitled, *Boards That Make a Difference* (Jossey-Bass). Reading that book was a genuine revelation. Although I have read various texts on governance, including some of the work cited in Carver's book, I had never found the job of governance explained in a clearer manner, or in a way that made such immediate sense. The concept of "Policy Governance" is not new; Carver is simply better, in my opinion, at defining what policy really is. I don't think his book is necessarily an indictment of the way boards have been operating, as much as it is an opportunity to examine just what it is boards do, and provide a model we can use.

John Carver made a presentation to the ACCT 1993 Annual Convention and a video of that presentation was made available by ACCT. About an hour long, it is without a doubt the most compelling video on governance I have ever watched. Remember that governance is control and I have yet to hear of a governance model that exercises control more effectively.

What Carver brings us, and what I am so excited about, is an opportunity for all those concerned people on all kinds of boards to be effective, to channel that basic concern into appropriate activities that benefit the communities our institutions are intended to serve. ■

Ted Kempkes is board chair of Northcentral Technical College, Wausau, Wisconsin. This article is taken from a presentation to Wisconsin District Board Chairs, April 1994.

Community College Students Pursue "Hot" Degrees

Today's community college students are earning degrees and certificates that are "hot" now and will continue to pay off well into the future, according to a recent survey by the American Association of Community Colleges (AACC).

The Department of Labor asked AACC to find out from its member colleges what associate degrees and certificates are most in demand by local businesses and industries. The community colleges were asked such questions as:

- What programs do you offer that are so valued by employers that graduates are hired immediately after, or even before, graduation?
- How many students are currently enrolled in these "hot" programs?
- What are the approximate starting salaries of graduates from these "hot" programs?

AACC received results from more than 463 community colleges nationwide, representing over 115,304 students. The Department of Labor then matched the results of the AACC survey with data from the Bureau of Labor Statistics, to determine how well the "hot" degrees will prepare students into the next century.

Secretary of Labor Robert Reich and Secretary of Education Richard Riley released the results of the survey in a nationally televised back-to-school orientation session on the campus of Northern Virginia Community College September 1st. The teleconference was downlinked to approximately 100 community colleges across the country.

Reich told community college students that the new "Hot Degrees and Certificates Survey" confirms that they are in the right place at the right time. "These results show that community colleges offer training for the fastest-growing, highest-paying jobs of the future," Reich said.

Nearly half the students counted in the survey are pursuing careers in the fields the Bureau of Labor Statistics has projected as among the fastest growing between now and 2005, such as nursing, computer information systems, law enforcement/human resources, paralegal, and medical technician jobs.

"The results of this survey illustrate dramatically that today's community college students are earning degrees and certificates that not only are 'hot' now—but that will continue to pay off well into the future," Reich said.

"At the Department of Education, we are doing all we can to support community colleges in their role of transforming America into a 'learning community' that is productive and profitable," Riley told the students.

Seventy percent of the surveyed students (89,928) can expect starting salaries of at least $20,000 in their chosen occupations and many of the average salaries are significantly higher. The survey also found that many community college students already have BA or BS degrees and are coming back to community colleges because they know that's where they can get the specialized skills and training they need. ■

Hot Degrees and Certificate Programs

Highest-Growth Occupations between 1994 and 2005[1]	Starting Salary[2]	Community College Students[3]
Computer Information Systems	$20,862	22,947
Nursing (Associate Degree)	$25,772	13,759
Registered Nurse	$28,141	7,547
Law Enforcement/Human Resources	$20,550	4,244
Paralegal	$21,322	3,812
Physical Therapy Assistant	$25,699	2,033
Emergency Medical Technician	$21,999	1,677
Hospitality Management	$21,100	1,492
Radiology Technician	$22,901	1,458
Occupational Therapy Assistant	$22,970	1,222
Respiratory Therapy	$24,986	1,077
Dental Hygiene	$29,560	886
Tractor Trailer/Trucking	$23,000	619
Aviation/Pilot	$21,667	584
Biomedical Technician	$23,861	420
Nuclear Medicine Technician	$26,625	71

[1] Bureau of Labor Statistics, *Occupational Projections and Training Data* (1994)
[2] The average starting salary for the graduate of a community college degree or certificate program (American Association of Community Colleges) (AACC)
[3] Number of students (out of 115,304) enrolled in a community college degree or certificate programs (AACC, May/June 1994)

Key Role for Community Colleges in "New Economy"

The nation's community colleges will continue to play a key role in America's "new economy," according to Secretary of Labor Robert Reich, who spoke to the presidents of the California Community Colleges via satellite late in September.

Reich and Assistant Education Secretary Augusta Kappner, Assistant Labor Secretary Douglas Ross, and David Pierce, president of the American Association of Community Colleges (AACC), each offered a national perspective for the state's community college leadership during the statewide meeting.

Reich observed that today the major costs of a product are not the raw materials and labor used to manufacture it. He noted that "in the new economy, very little of the cost of a pen is production." More of its cost derives from associated services, such as design, financing, marketing, advertising, and legal."

He said that for America to remain competitive, its workers no longer can get by with assembly line skills, but must have long-term skills that allow them to train for new jobs as technologies change.

Reich said that previously "education, job training, and job retraining" were the separate roles of three distinct systems—elementary and secondary schools, colleges, and occupational training programs.

For success in the "new economy," the Labor Secretary said it is necessary "to take down the walls between education and training" and make Americans "understand that learning is not an event, but a lifelong process."

Reich pointed out that community colleges already have programs to serve "older, nontraditional students" and programs that "team them with local businesses" to teach the skills needed by those businesses.

For success in the "new economy," the Labor Secretary said it is necessary "to take down the walls between education and training" and make Americans "understand that learning is not an event, but a lifelong process."

These programs, added to their traditional postsecondary education mission, give the community colleges a key role in the new economy, "providing an educational system for lifetime learning."

Assistant Education Secretary Kappner concurred with Reich's view that yesterday's educational approaches cannot meet today's needs.

She identified three traditional high school student tracks:

- Vocational education programs that teach "a limited, narrow range of skills;"
- Broad preparatory programs that provide "no skills for anything;" and
- College preparatory track leading to degree programs that provide necessary career skills.

Kappner said that the Clinton administration's School-to-Work program is based on the premise that "all students need the kinds of skills that the college preparatory students need" and that "all students need to be prepared for the world of work."

The assistant education secretary explained that the Clinton School-to-Work program for 1994-95 includes $250 million for state and local partnerships to assist high schools and postsecondary institutions with programs designed to produce graduates ready for the workforce.

Kappner urged community college leaders to become "players" in this reorganization, saying theirs was the best sector to deal with training for business.

She also stressed that the community colleges must be able to furnish statistics—such as program completion rates and skills mastery data—to quantify "program outcomes," which will be con-

sidered by the federal government when funding future programs.

Assistant Labor Secretary Ross described another new federal plan, the "career line of credit," as a way adults can finance college and career retraining.

He observed, "Adults are used to borrowing money for things important to them, and then paying it back."

funding constraints require that budgets for existing programs be cut to finance new ones.

He observed the Clinton administration programs indicate a "belief that the middle class has to have some relief and fair treatment." He pointed to the focus on the crime bill and the national service program as efforts to help middle-income Americans.

Community colleges must be able to furnish statistics—such as program completion rates and skills mastery data—to quantify "program outcomes," which will be considered by the federal government when funding future programs.

Ross outlined the concept of a "career credit card" for education retraining loans with repayment plans linked to anticipated future earnings. The "credit card" could be used and reused as often as technological change required new instruction. The assistant labor secretary stressed that the CEOs needed to do several things to put their community colleges in a position to take advantage of the new federal initiatives.

He advised them to continue their successful programs for training young adults preparing for their first jobs and to offer "customized" educational programs—with intensive weekend or evening instruction—for adults with jobs and families and limited time for retraining.

David Pierce, president of AACC, described the "political realities" of Washington, DC.

He explained that each new administration wants to be recognized for its own innovative programs. However,

Pierce also stressed that as high tech equipment does more of the production of goods, "it may well be time for rethinking how we prepare people for the workforce."

He advised the education leaders to look beyond the Department of Education for federal funding opportunities, suggesting they look to the departments of Labor and Commerce or the National Science Foundation.

He echoed Kappner's call for improving research efforts in order to measure student success. ■

Trustees

We are workers in a field of
blossoming humanity.
We reach out on to the world
And churn raw potential
into creation
And hope rediscovered.

The world around us changed
And the new ways
Require minds of collaborative
qualities—
So we hold up ideals of great worth.
We encourage others to reach farther
Than their eyes can see.
We loudly promote substance
and imagination —
Fused with hope and understanding.

We are Trustees,
We wish to stimulate
The greater qualities of men
and women
As the children look to us for solution
And our time demand of purpose,
Appears clearly on the clock of
action.

There is a calmness here
Among those duty bound.
There is such peace
When vision is clearly fixed;
Between our goals
And the necessities of future times;
fast approaching,—
Held balanced in our hands;
Our potpourri of missions —
Our goals sometimes unattended;
Yet we push outward,
To reach our best,
To glorify this moment of education
Entrusted to our care.

—Bruce Austin
Trustee
Houston Community College System

What comes to mind when you think about administrative searches at the executive (vice-president and above) level? Do you think of mazes of bureaucratic rules that tax and frustrate; the chanciness of searches which make them no better than a lottery; budgetary black holes?

Searches stimulate memories of past hopes and successes, fears and failures. The two examples which follow illustrate this capacity to trigger memories.

In one scenario, board members don't want to go through the bother of a search. They feel that searches take too much time, and it's hard to tell how anyone will work out from those fancy resumes paid professionals do. They already know Dick (a white male who has only worked at their college), and feel he's a good man who knows the district as well as anyone. With his 22 years at the college, the board decides to appoint Dick and save the bother and expense of a search.

In the second scenario, board members want to give a female a chance, expressing their dismay at the dismal number of women college presidents and their desire to make a difference. They feel that providing the college with its first woman president will assist diversity at the college. The board decides to appoint Jane (who has been director of recruitment for three years and has done a fine job, but has no other administrative experience), declaring that's what affirmative action is all about.

Both of these scenarios are fictional, but may sound familiar. The first board wants efficiency and wants to stay with the known, with the tried and true. The board wants to avoid uncertainty, risk, and change.

The second board wants to right a wrong in the face of a world that cannot be trusted to do what is right. The board wants to reverse years of injustice.

Trustees embody all the hopes and fears of the community they live in. They are appointed (or elected) to be leaders. If trustees are to bring quality presidents and administrators to their institutions, they can find these individuals most often through open, competitive searches.

Outlined below are a few basic principles behind the concept that an open, competitive search process leads to the highest quality administrators.

Fresh Ideas

Institutions should avoid inbreeding, the selection of leaders who have worked for many years at only that college. Administrators who know only one institution and system know only one way of doing things. If community colleges are ever to be more than an echo of their past, they must expose themselves to other ways of thinking and doing business.

Delorese Ambrose, author of *Leadership: The Journey Inward*, states that "we cannot become what we need to be by remaining what we are." There are over 1,000 two-year colleges in the United States, and many of their administrators have experience helping an institution change that can help your college change over the coming years. Thus, it is important, whenever there is an administrative vacancy, to open it up for fresh, new ideas. It is important to add that hiring from the outside does not diminish the contributions of those who have brought the college to its current position.

Resolution: Commit to hiring people with new ideas and different ways of thinking and problem-solving in order to continuously renew the administration of your college.

Duane H. Sackett is a retired professor of education, Temple University, Philadelphia, Pennsylvania. He recently re-retired after serving six years as the superintendent of schools in Independence, Wisconsin. He served on the board of Western Wisconsin Technical College for three years, 1991-94.

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CALENDAR

Trustee Education Opportunities December 1994–February 1995

December

1–2
ACHE Fall Conference "International Education and Funding Opportunities: Making Sense Inside the Beltway"
Washington, DC

9–10
Ohio Association of Community Colleges Trustee Orientation Workshop and Legislative Conference
Columbus, OH

January

19–22
American Association for Higher Education Annual Meeting
Phoenix, AZ

February

1
Nebraska Community College Association Annual Conference
Lincoln, NE

8–11
ACAATO Annual Conference
Toronto, Ontario

9–10
North Carolina Association of Community College Trustees Leadership Conference
Raleigh, NC

10–15
American Council on Education Annual Meeting
San Francisco, CA

12–14
Trustees Association of Community and Technical Colleges of Washington State Winter Meeting
Olympia, WA

14
Ohio Association of Community Colleges State Legislative Seminar

26–28
ACCT/AACC National Legislative Seminar
Washington, DC

If trustees are to bring quality presidents and administrators to their institutions, they can find these individuals most often through open, competitive searches.

Affirmative Action and Equal Opportunity Values

A strong impetus for open searches is to permit all persons, including minorities and women, to vie for positions that, in the past, have mostly gone to white males. Promoting a white male without a search, even if the institution already has women and other minorities as top administrators, violates an institution's commitment to Affirmative Action and Equal Opportunity (AA/EO) standards for impartial appointments.

Remember that the core idea behind affirmative action and equal opportunity is not that females and racial minorities are not to be excluded, although that is how AA/EO has been applied. The core idea is that all hiring is to be based on ability, not gender or race as it was in the past. By making an appointment without an open search, you will never know what quality administrators you missed out on.

Resolution: Commit to AA/EO principles by conducting an open search for all administrative vacancies.

Meritocracy vs. Mediocrity

The institution of higher eduction is committed to merit. Only those who meet requirements demonstrating their readiness are permitted to begin college-level programs. Only those who fulfill all requirements for a degree can receive a degree. Only those who perform superior work get an "A."

There is only one way to identify the best—open competition! When the internal candidate is found to be superior to all external candidates, the whole institution can stand up with justifiable and joyous pride. By making an appointment, instead of conducting an open search, we risk embracing what Kenneth Eble, in *The Art of Administration*, calls "safe mediocrity."

Resolution: Commit to finding the best and abandon the notion that only "one of us" is good enough.

Trust vs. Distrust

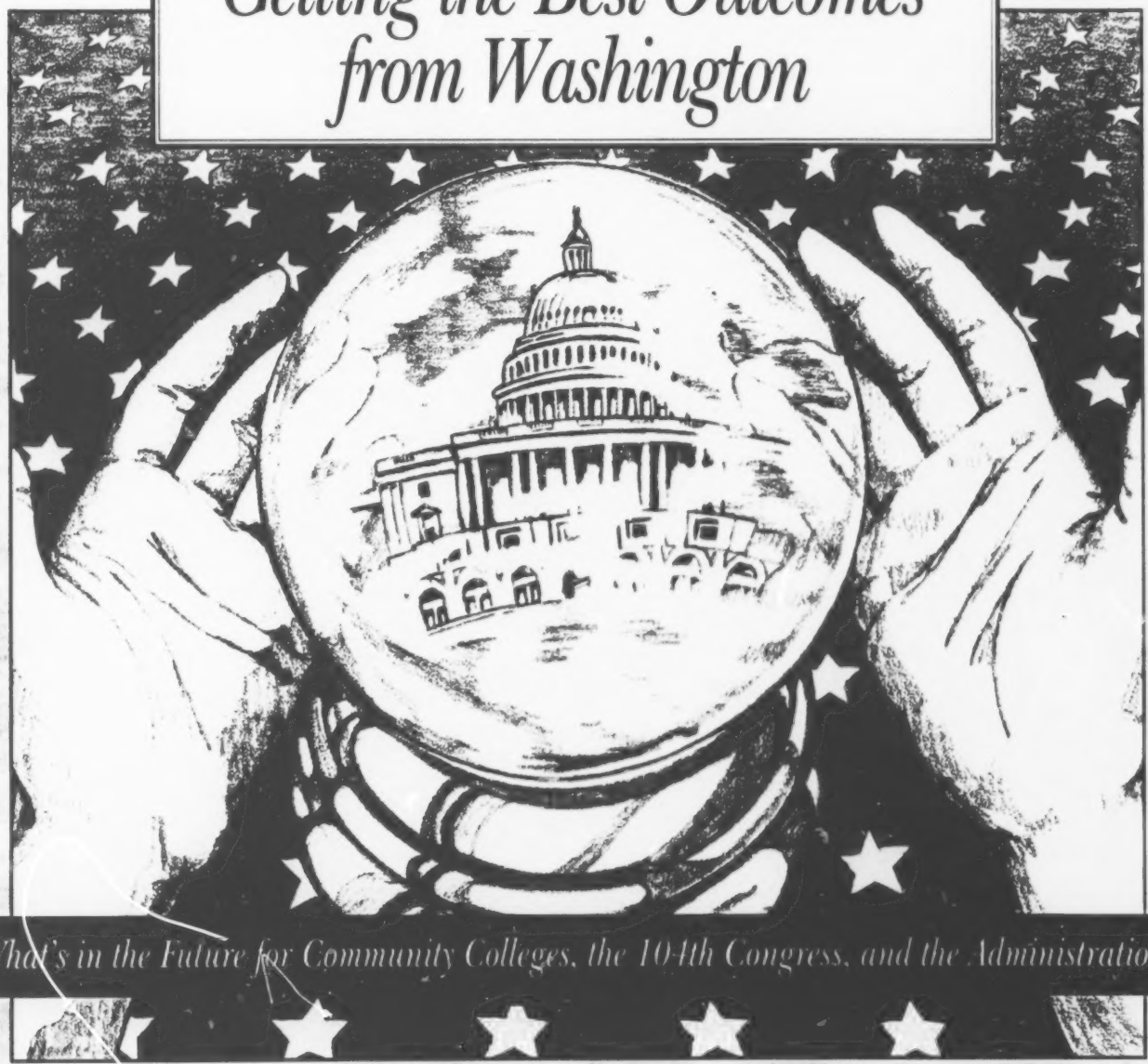
Max Depree, author of *Leadership Is an Art*, calls on us to "abandon [ourselves] to the strengths of others." That is what we do when we call together a group of our colleagues or employees to form a search committee. We affirm their individual and collective abilities to recognize what the institution needs. Making an appointment without conducting an open search implies that you do not trust search committee members' individual or collective judgment. Bill Byham (of Zapp! fame) calls that a "sapp" action!

Resolution: Commit to trusting colleagues and employees to exercise goodwill and judgment, and give them training in the search process, so that they may do a creditable job when asked to serve. Then, be prepared to go along with their recommendations.

I propose that boards of trustees implement the above principles with the following board policy:

All executive vacancies will be filled by advertised, open, competitive searches. ■

A Team Effort
Getting the Best Outcomes from Washington



What's in the Future for Community Colleges, the 104th Congress, and the Administration?

Trustees and Presidents — Attend the Joint

ACCT/AACC National Legislative Seminar

February 26–28, 1995
JW Marriott Hotel
Washington, DC

Association of Community College Trustees ■ American Association of Community Colleges
For further information, contact ACCT at 202-775-4667

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